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ABSTRACT

Twenty-five publicly-controlled and seven privately-controlled black graduate schools in 14 states were studied to analyze the resources and potential of the institutions in order to use them more effectively. Among the topics within the report are: history, purpose, mission, and goals of the institution; enrollments (both general and in specific fields); integration of students; students in postbaccalaureate study; admission; retention and graduation; faculty background and salaries; programs and program plans; and resources and needs of the institutions. Much of the data is presented in tabular or graphic form, with narration. (MSE)

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Final Report

Maximizing Productivity
in
Thirty-two Black Graduate Schools

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NATIONAL INSTITUTE OF EDUCATION
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Prepared for the U.S. Office of Education
Department of Health, Education and Welfare
Submitted by Sr. Jean M. Lynch
Contract No. 300770396

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From its beginnings in 1973 the Conference of Deans of Black Graduate Schools saw the need for gathering information on the 32 Black Graduate Schools. In 1976 the U.S. Office of Education published a fact book on the schools.[1] Further analysis was needed if the capabilities of the schools were to be utilized productively for the nation. Accordingly, a proposal, "Maximizing Productivity in Thirty-Two Black Graduate Schools" was submitted and subsequently funded under Contract No. 300770396.

Many groups contributed to this report. Within the U.S. Office of Education the Office of Planning, Budgeting, and Evaluation, the National Center for Educational Statistics, and the Learning Resources Branch of the Division of Multilevel Education Statistics supplied the bulk of the statistical data and offered valuable suggestions. The Office of Civil Rights, the Bureau of the Census, and the Department of Labor were generous in sharing information pertinent to the study.

The deans of the Black Graduate Schools assisted in providing literature on the schools and data on students, faculty, and programs. From the 32 black institutions 10 Presidents, 2 substitutes for them, 18 Vice Presidents of Academic Affairs and 20 Graduate Deans shared their perceptions for the study in a total of 50 interviews. Clifford Johnson, Director of the Amistad Collection housed at Dillard University, and the librarians of government documents at the New Orleans Public Library, Loyola University of the South Library, and the Howard-Tilton Library of Tulane University were helpful in locating materials and in verification of data.

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[1] Oscar Allan Rogers, Jr. *Profiles of Thirty-Two Historically Black Graduate Schools: A Report of the Office of Education*. Washington, D.C.: Department of Health, Education and Welfare, U.S. Office of Education, 1976.

Special mention and thanks are due first to Ann Hershner of the Office of Planning, Budgeting, and Evaluation, for her assistance, encouragement, and suggestions. Andrew Peppin of NCES made special efforts in suggesting data sources and obtaining information. Joan Brackett of OCR was generous in making available materials in OCR Statistical Analysis Section. Sal Corallo and Alex Ratnofsky provided postbaccalaureate enrollment data and suggestions for its use.

Other persons who assisted by providing data were Majorie Chandler, Stanley V. Smith, Norman Brandt, and Rhonda Wiggins of NCES; Frank L. Schick of the Learning Resources Branch Multilevel Education Statistics; Manuel Plotkin, Gordon Green, Bob Grymes, and their confreres at the Bureau of the Census; Louis J. Venuto and Carol J. Smith of the Bureau of Higher and Continuing Education; Dr. John Hill of the Office for Advancement of Public Negro Colleges; Dr. Samuel L. Myers of the National Association for Equal Opportunity in Education; and the Presidents, Vice Presidents, and Graduate Deans of the 32 black institutions who provided information and encouragement for the study.

Organizations and individuals providing specialized information and materials include National Science Foundation, American Council on Education, and Dr. George Walker and Dr. Kenneth Tollett. Finally, thanks is due to Patricia Harbour, Patricia Maloney, and Bruce Fleming of the Office of Education for their continuous interest in the study.

SUMMARY STATEMENT[1]

The Conference of the Deans of the Black Graduate Schools from its beginnings in 1973 recognized that the problems of invisibility and financial deprivation must be overcome if the 32 schools were to realize fully their potential. The meeting with Commissioner Bell in 1974, the recommendations in "Mission, Status, Problems and Priorities of Black Graduate Schools", the supplement to the National Board of Graduate Education for Minorities Document, the Rogers Fact Book, and this report are links in a chain of communication between the U.S. Office of Education and the 32 Black Graduate Schools. The ruling of Judge Pratt in 1977 emphasized the need for action if black colleges were to attain equal partnership in state systems of higher education, if faculty and student bodies were to be desegregated, and if minorities were to be assured participation in graduate and professional education.

The Pratt decision relates directly to the Black Graduate Schools in that their record in desegregation of faculty and student bodies and in the national and regional (South) percentages of blacks they enroll in the professions and academic disciplines, demonstrates that the rulings can be carried out. Furthermore, the concept of a viable institution of higher education and the relationship of a graduate school to its parent institution is not without meaning for attaining full and equal partnership in state systems of higher education. The Black Graduate Schools in their academic and professional credentials enhance the status of the parent institutions. At the same time black institutions continue to be deprived of an equitable share of resources. The inequity is acute in the graduate and research areas. Given the inherent contradiction of inequity with equal partnership, the inequity must be faced and removed if the court rulings are to take effect.

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[1] Chapters I-VI expand upon and present the data for what is reported here.

Profiles of the 32 Black Graduate Schools

The 25 publicly controlled and 7 privately controlled black institutions in which the graduate schools are located are found in 14 states. Nineteen of the schools are in "Adams" states. The Black Graduate Schools are strategically located for attracting minorities to graduate and professional education. Thirty of the 32 schools are in the South. Of the four national regions, the South contains the highest percent of the black population (52.67); the highest percent of the black population in the 20-34 age bracket (56.67); and the highest percent of blacks in post-baccalaureate education (44.03). The other side of the location of the schools shows the South with the lowest median income for blacks, and the lowest ratio of black-to-white income

Black Graduate Schools are not a recent phenomenon in American higher education. Howard University awarded its first masters degree in 1872 and Fisk University was offering graduate study before 1900. By the end of the 30-year period of 1929-1959, 22 of the 32 graduate schools were operating. In any 20-year bracket since their beginnings more than half the existing schools had graduate programs which were expanded beyond teacher education. Today the schools offer 35 doctoral programs, 330 non-education masters level programs and 177 education masters level programs. Only 3 of the 32 schools are limited to education programs.

Besides the doctoral and masters programs the 32 institutions have several professional schools and programs: 2 Schools of Dentistry, 4 Schools of Law, 2 Schools of Medicine, 4 Schools of Nursing and 2 additional schools offering masters programs for nurses, 4 Schools of Pharmacy and 2 additional programs offering the doctorate in Pharmacology, one School of Theology and one School of Veterinary Medicine, which also offers a masters in veterinary medicine.

Regional accrediting associations and 18 different accrediting arms of professional associations have given their approval of the 32 schools and several of the programs.

Goals

Black institutions were founded to provide higher education for a minority people who were denied the opportunity by the mainstream society. The ethic behind the original purpose is still strong. In an analysis of goal statements in the catalogs "Service to the Community" appeared 14 times more than the next most frequently mentioned. The top priority of service to the community is not surprising since the issue of justice which black institutions have lived with and worked towards is manifested in service to the fellowman at all levels. At the corporate and community levels distributive justice is concerned with necessary societal change. Other goal priorities--training for leadership, moral choices, scholarly inquiry, and living and learning in a multicultural environment--help bring about societal change.

Top Eight Goal Priorities	No. of Statements
1. Service to the community	56
2. Development of character, moral choices, values, dignity of human person	32
3. Providing a multicultural environment	32
4. Excellence, quality, scholarly inquiry, research	28
5. Positive environment, person oriented, self awareness, aesthetic opportunities	28
6. Training for leadership	23
7. Assisting "marginally prepared or near destitute students"	22
8. Training opportunities for the para professional and subprofessional in continuing education	19

Based on a belief in the dignity and potential of human beings and committed to establishing a more just society, the black schools, within a multicultural learning environment, educate and train leaders in excellence, scholarship, research, and professional practice.

Students

In Fall, 1976, 21 states and the District of Columbia enrolled 1,000 or more blacks at the postbaccalaureate level. Parity for blacks and whites at this level presents a contrast. Figure 4 shows the states approached, reached, or overreached 100 percent parity for whites. The same states, with one exception, fall below 70 percent and more than half of them fall below 50 percent parity.

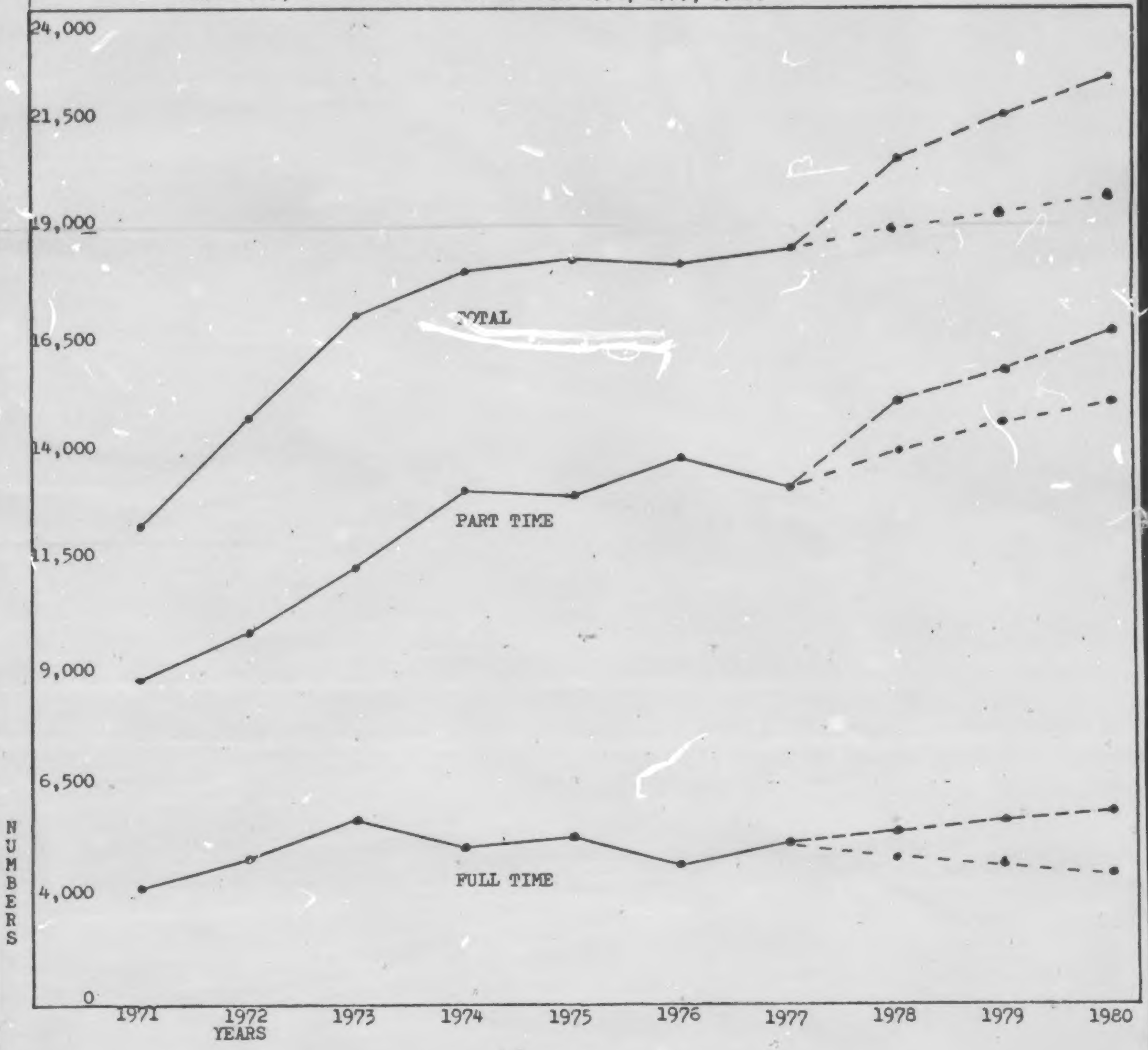
In Louisiana, for example, whites, who represent 71.02 percent of the population, fill 85.22 percent of the postbaccalaureate slots, thus overreaching with 119.99 percent parity. Blacks, who represent 28.59 percent of the population, occupy 9.69 percent of the postbaccalaureate slots. The percent of parity for blacks is 33.89.

Graduate standards and criteria for admission, retention, candidacy, and graduation in the 32 black schools are similar to other graduate schools. The black schools are different only in that they provide a second chance. The second chance consists of testing and providing assistance to the student.

Figure 5 shows total, part time and full time enrollments. Trends are projected to 1980 using 1971 and 1973 as base years. The minimum increases and possible decrease in full time enrollment contrasts with the continual increase in part time enrollments. The contrast is a graphic example of the low level of funding for fellowships and assistantships for full time students. Based on the past, the projected trends will continue in the same pattern unless financial support is forthcoming.

In Fall, 1976 the 32 institutions were educating on the professional level the following percents of the nation's blacks enrolled in each of the specified professions.

FIGURE 5: FULL TIME, PART TIME, AND TOTAL ENROLLMENTS FOR 32 BLACK GRADUATE SCHOOLS 1971-1977, WITH PREDICTED TRENDS FOR 1978, 1979, 1980.



Percent of Blacks in Black Graduate Schools in Selected Professions

Profession	Percent of Sample States	Percent of South
Veterinary Medicine	72.36	99.00
Dentistry	45.86	76.78
Medicine	21.57	57.13
Law	14.55	37.62

The 32 Black Graduate Schools, representing 3 percent of the graduate schools in the United States, were educating on the graduate level the following percents of the nation's blacks enrolled in each of the specified academic disciplines at the graduate level.

Percent of Blacks in Black Graduate Schools in Selected Disciplines

Discipline	Percent of Sample States	Percent of South
Agriculture & Animal Resources	43.02	90.00
Biological Sciences	39.91	71.16
Physical Sciences	24.77	53.90
Architecture & Environmental Design	24.41	71.43
Business & Management	16.43	43.33
Engineering	4.80	13.79

Students help create a multicultural learning environment. In Fall, 1976 the 32 schools enrolled 71.46 percent blacks, 22.34 percent whites, and 28.54 percent white and other minorities. In Fall, 1977 the enrollment was 69.44 percent black, 21.22 percent white, and 30.56 percent white and other minorities.

Faculty

Faculty, like students, contribute to the multicultural environment. In 1976 faculty in 31 of the 32 black institutions were 64 percent black, 20.33 percent white, and 36 percent white and other minorities. Graduate faculty in 27 of the 32 schools were 66.59 percent black, 22.69 percent white, and 33.41 percent white and other minorities.

A total of 2133 faculty members teach and carry on research in the 32 graduate schools. 82.18 percent of the graduate faculty hold the doctorate and 84.34 percent hold the doctorate or a professional degree. The study found 2089 faculty members now teaching in 25 of the 32 institutions who have received the doctorate, masters, or professional degree from a black graduate or professional school.

> 77 received the doctorate at one of the 32 Black Graduate Schools.
>
> 435 received a professional degree at one of the 32 schools.
>
> 524 received the masters degree at one of the 32 schools and subsequently earned the doctorate at a doctoral granting institution not black.
>
> 705 received the masters degree at one of the 32 schools and are presently engaged in advanced study for the doctorate.

These alumni of Black Graduate Schools have studied, or are presently studying at 93 doctoral granting institutions located in 35 states and the District of Columbia. About 38 percent of the institutions are in the South.

If we consider salaries without the variable of rank, at least 72.42 percent of 9 months contract salaries and at least 58.96

percent of the 11/12 months contract salaries fall below the national average. Figure 9 shows the national average salaries and salaries by rank at 29 of the 32 institutions. It is evident that the black institutions need assistance in raising the level of salaries.

Programs

A listing of programs and program plans of the 32 Black Graduate Schools is found in the body of the report. With the exception of Military Science the schools offer programs under every category of academic discipline listed in the HEGIS reporting form. Plans and program projections are optimistic and service-oriented.

Resources and Needs

Among the resources of Black Graduate Schools, the students, faculty, unique history and enabling characteristics hold top place.

In fiscal terms the institutions' assets of land, building, and equipment is $992,179,777. In 1976 a total of $183,629,434 was spent on instruction. The total current fund expenditures amounted to $581,599,174.

In contrast the endowment of most of the colleges is minimum or not listed. Fellowships and scholarships are low and the library allotment continues to be startlingly low.

Other data on finances can be found in the body of the report as well as a special report on an initial multivariate factor analysis and cluster analysis.

In summary, the report attempts to combine methodologies for dealing with statistical data and other methodologies for the nonstatistical data. The expectation was that in some cases the findings from one method would verify or supplement findings from another method. This happened in the concept of service, in many items in the Deans' Listings of contributing and inhibiting factors, in desegregation of faculty and students, and in enrollment trends. The statistical data on salaries according to rank proved the estimates incorrect. Finally, both statistical and nonstatistical data brought to light the unexpected finding of high percentages of blacks enrolled in the specified disciplines and professions at the Black Graduate Schools.

Preliminary Recommendations

Black Graduate Schools are intimately related to the parent institutions. What benefits the schools benefits the institutions. Analysis of data in the report pointed to needs which must be faced and provided for if equity is to be realized. The low ratio of full time enrollment to part time enrollment, the below national average salary scales, low funding levels of aid for graduate students and graduate programs, reluctance of some states to approve and finance new programs, space, equipment, laboratories, clerical help for programs, the deficits in auxiliary enterprises, low endowment incomes, divided boards of trustees and other factors are evidence that needs exist on the institutional level, on the state level, and on the federal level. Recommendations are addressed to each of these levels.

Institution

Based on the findings of this study it is recommended that:

1. The vital position of the Black Graduate School in the institution's struggle for equal partnership both in the state system of higher education and in the professional peer system be acknowledged and utilized;

2. The story and strengths of the 32 Black Graduate Schools be disseminated by the Presidents through NAFEO, by way of brochures and other media;

3. The positive characteristics of the schools be optimized--the multicultural environment, standards, commitment of faculty, and caliber and orientation of students;

4. Recruitment efforts include description of the Black Graduate Schools and the variety of academic and professional programs offered by the 32 schools;

5. A study of alumni of the schools, their present leadership positions, and their accomplishments, be conducted;

6. Boards, divided on priority ranking of graduate education and research be persuaded of the importance of these aspects to the institution and to minorities;

7. Work study funds for graduate students be requested, assigned, and utilized to assist students in their educational expenses.

8. Salary scales be raised in those institutions which are below the national norm;

9. Private foundations be approached for support of graduate and professional programs for minorities;

10. The Presidents, through NAFEO work to change the federal minority fellowship program to include masters degree research programs; and

11. Efforts be directed to funding for libraries at the 32 schools.

State

In the light of the findings of this study it is recommended that:

1. The black institutions be enhanced by "catch up" funds and by those means which will result in equal partnership in the state system of higher education;

2. The formula for library funds be adjusted to furnish the libraries which serve the Black Graduate Schools with needed resources;

3. The approval of graduate programs and professional schools be viewed as one way to implement the Pratt decision;

4. The funds for bringing salaries up to national average be provided;

5. Funds for space, laboratories, and equipment be provided; and

6. Assistantships be created for the Black Graduate Schools.

Federal

Since equal partnership in the states comes slowly for black institutions, and since consequently gains of the schools continue to come through the federal government, it is recommended that:

1. Communication between the Black Graduate Schools and the U.S. Commissioner of Education continue as in the past;

2. The Paterson Plan for Increasing Endowments of Black Institutions be supported;

3. "Catch up" funds for the continuously underfunded libraries of the 32 institutions be made available and the federal government encourage states in this area;

4. Consultants be provided on management of auxiliary services so that deficits will be eliminated;

5. The dearth of black superintendents of school systems (notwithstanding the adequate available pool) be pursued by the federal government;

6. An equitable share of R&D funds be awarded black institutions with graduate and professional schools.

7. Minority fellowships include a masters level component with the institutional funds going to the masters degree graduate school for the length of time it is educating the fellow.

8. Aid for increases in salary level be given;

9. The HEGIS financial forms provide for some separation of undergraduate, graduate, and professional scholarship/fellowship funds.

10. The multivariate factor and cluster analyses begun in this report be further pursued.

CHAPTER I

INTRODUCTION

The chief object of this report is to provide data on which to base decisions for maximizing productivity of 32 Black Graduate Schools. Although the definitive study of black institutions of higher education was published in 1916,[1] no similar work on Black Graduate Schools has been forthcoming. Excepting the fact book[2] and a history of Black Graduate Schools now in progress,[3] collections of information on the schools and data on their contributions to the graduate and professional education of minorities were negligible until recently.[4] General information on the 32 Black Graduate Schools, their relation to the parent institutions, and their accomplishments in areas highlighted in recent court decisions comprise the introduction to the body of the report.

---

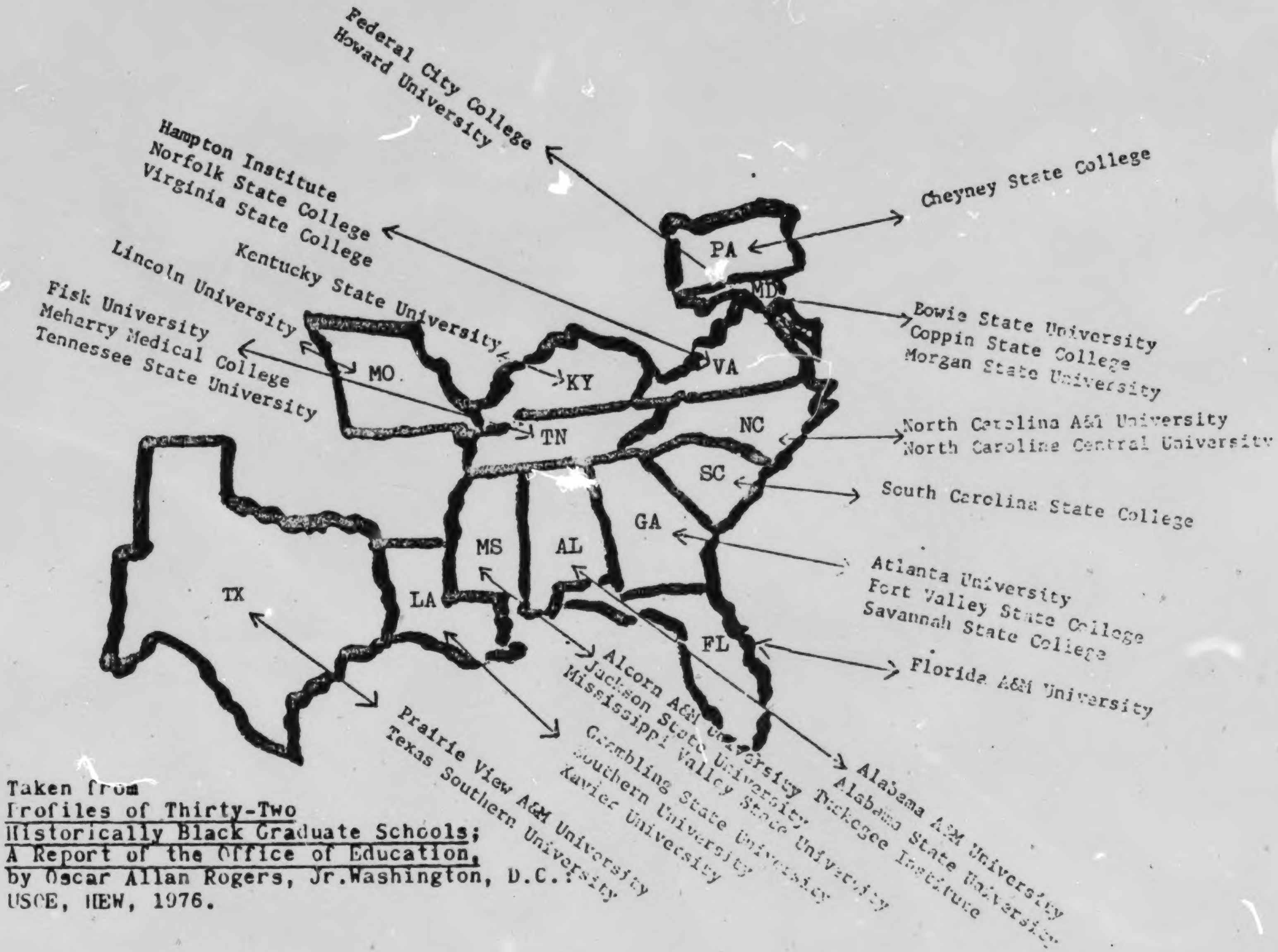
1. Department of the Interior, Bureau of Education, Bulletin 1916, No. 39. Negro Education: A Study of the Private and High Schools for Colored People in the United States.

2. Oscar Allan Rogers, Jr., Op. cit.

3. Dr. Henry Cobb of Southern University has been funded by the Rockefeller Foundation to write a history of the Black Graduate Schools.

4. A dissertation search from 1933 to the present uncovered 4 titles on graduate and professional education for blacks. Recent publications contain references or sections on the Black Graduate Schools. See: James E. Blackwell. The Participation of Blacks in Graduate and Professional Schools: An Assessment. Atlanta: Southern Education Foundation, 1977, pp. 35-41, and Henry E. Cobb, ed., comp., "Mission, Status, Problems, and Priorities of Black Graduate Schools", in Minority Group Participation in Graduate Education, a report of the National Board on Graduate Education. Washington, D.C.: National Academy of Sciences, 1976, pp. 191-217.

GEOGRAPHICAL LOCATION OF SCHOOLS BY STATES


Federal City College
Howard University
Cheyney State College
PA
MD
Hampton Institute
Norfolk State College
Virginia State College
VA
Kentucky State University
KY
Lincoln University
MO
Fisk University
Meharry Medical College
Tennessee State University
TN
Bowie State University
Coppin State College
Morgan State University
NC
North Carolina A&T University
North Carolina Central University
SC
South Carolina State College
GA
Atlanta University
Fort Valley State College
Savannah State College
FL
Florida A&M University
TX
LA
MS
AL
Alcorn A&M University
Jackson State University
Mississippi Valley State University
Alabama A&M University
Alabama State University
Tuskegee Institute
Grambling State University
Southern University
Xavier University
Prairie View A&M University
Texas Southern University

Taken from
Profiles of Thirty-Two
Historically Black Graduate Schools;
A Report of the Office of Education,
by Oscar Allan Rogers, Jr.Washington, D.C.:
USOE, HEW, 1976.

The Schools

The 32 Black Graduate Schools are located in 14 states and in the District of Columbia. Thirty of the schools are located in the South, one in Missouri and one in Pennsylvania. Nineteen of the schools are in the "Adams" States. Twelve of the publicly controlled institutions have Land Grant status and Tuskegee Institute is funded for Cooperative Extension Services.

- ALABAMA
    - Alabama A&M University (LG)
    - Alabama State University
    - Tuskegee Institute (Pr)
- DISTRICT OF COLUMBIA
    - Federal City College (LG)
    - Howard University (Pr)
- *FLORIDA
    - Florida A&M University (LG)
- *GEORGIA
    - Atlanta University (Pr)
    - Fort Valley State College (LG)
    - Savannah State College
- KENTUCKY
    - Kentucky State University (LG)
- *LOUISIANA
    - Grambling State University
    - Southern University (LG)
    - Xavier University (Pr)
- *MARYLAND
    - Bowie State College
    - Coppin State College
    - Morgan State University
- *MISSISSIPPI
    - Alcorn A&M University (LG)
    - Jackson State University
    - Mississippi Valley State University
- MISSOURI
    - Lincoln University (LG)
- *NORTH CAROLINA
    - North Carolina A&T University (LG)
    - North Carolina Central University
- *PENNSYLVANIA
    - Cheyney State College
- SOUTH CAROLINA
    - South Carolina State College (LG)
- TENNESSEE
    - Fisk University (Pr)
    - Meharry Medical College (Pr)
    - Tennessee State University (LG)
- TEXAS
    - Prairie View A&M (LG) University
    - Texas Southern University
- *VIRGINIA
    - Hampton Institute (Pr)
    - Norfolk State College
    - Virginia State College

---

* "Adams" State
(Pr) Private Institution
(LG) Land Grant Institution

In the one hundred years period, from the 1870's when Howard University awarded its first masters degree to the 1970's, graduate programs developed within 32 of the historically black institutions.[1] Included among the 25 publicly controlled and 7 privately controlled institutions are a variety of colleges and universities.

> One comprehensive university offering 23 doctoral programs and 50 masters programs
>
> One university, with graduate schools only, offering 5 doctoral programs and 32 masters programs
>
> One medical college offering 3 doctoral programs and 6 masters programs
>
> One "special purpose university for urban programming"[2] offering 4 doctoral programs and 25 masters programs
>
> Twenty-eight universities and senior colleges with graduate schools attached, offering 507 masters programs[3]
>
> Twelve institutions holding land grant status

---

[1] Graduate programs are administered through 22 graduate schools, 9 graduate divisions, and one joint graduate studies. The report will refer to all of these administrative units as "the Black Graduate Schools" or "the schools" and to the institutions of which they are a part as "the black institutions" or "the parent institutions."

[2] Three of the 4 doctoral granting black institutions are private and the one public institution is encouraged and supported in its special purpose by the state. A non-doctoral granting institution may be considered ready by accrediting agencies for doctoral programs but yet is dependent on the permission and support of the state board.

[3] Graduate programs in this group of 28 institutions vary in scope. Details will be included in the section on programs.

Within the 32 institutions are several professional schools and programs.[1]

2 Schools of Dentistey

4 Schools of Law

2 Schools of Medicine

4 Schools of Nursing and 2 additional schools offering masters programs for nurses

4 Schools of Pharmacy and 2 additional programs offering the doctorate in Pharmacology

1 School of Theology

1 School of Veterinary Medicine

Each of the 32 schools is accredited by its regional accrediting agency: 25 by the Southern Association of Schools and Colleges; 6 by the Middle States Association on Colleges and Schools; and one by the North Central Association of Colleges and Secondary Schools.

Graduate and Professional programs in the schools are accredited by the following associations:

American Association of Collegiate Schools of Business
American Bar Association
American Chemical Society
American Council on Pharmaceutical Education
American Dietetical Association
American Home Economics Association
American Library Association
American Society for Engineering Education
American Veterinary Medical Association
Council on Dental Education
American Dental Association
Council on Social Work Education
Engineers' Council for Professional Development
Liaison Committee of Medical Education of the American Medical Association and the American Association of Medical Colleges
National Architectural Accrediting Board
National Association of Schools of Music
National Council for Accreditation of Teacher Education
National League of Nursing

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[1] The report refers to the professional schools only for enrollments in the professions of Dentistry, Law, Medicine, and Veterinary Medicine.

Twelve of the schools are members of the Council of Graduate Schools in the United States. Each of the 32 schools holds membership in the regional Council of Graduate Schools and each school is a member of the Conference of Deans of Black Graduate Schools.

Recent Court Decisions

One of the original objectives of the 32 schools--to provide opportunities for minorities to pursue graduate and professional education--has become a concern of the Federal Government. In Adams vs. Richardson the rulings called for state plans to effect

> ... specific commitments for change and in particular as concerns the desegregation of student bodies, of faculties, the enhancement of black institutions long disadvantaged by discriminatory treatment, and desegregation of the governance of higher education systems.[1]

In 1977 Judge Pratt ruled the submitted state plans had failed to effect the changes which would assure participation by blacks in graduate and professional schools and desegregation of faculties. They failed also

> ... to develop and implement programs for the enhancement of the traditionally black colleges which will result in their participation as equal partners in the state's educational system.[2]

Black Graduate Schools are actual or potential assets to the parent institutions in their efforts to attain equal partnership in the higher education systems of the states. The schools provide graduate and professional programs for minorities and represent successful desegregation of faculty and students.

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1. 430 F.Supp. 120.

2. James E. Blackwell. Op.cit., p. 11.

Black Graduate Schools, Parent Institutions, and Equal Partnership in the State System of Higher Education

The concept of a viable institution of higher education and the relationship of a graduate school to its parent institution, in the case in point the relationship of the black graduate school to its parent institution, is not without meaning for participation as equal partners in the higher education system of the state, a partnership ordered by the courts. The beginning, expansion, and accreditation of graduate programs are contingent initially upon the growth of the parent institution and the strength of its undergraduate programs. As the graduate school advances in quality and expands in offerings, the relationship tends to become reciprocal. While the reciprocal relationship holds for any institution of higher education, it is particularly applicable to the present situation of the publicly controlled black institutions in their pursuit of equal partnership in the state system of higher education and to the public and private black institutions in their pursuit of equal partnership in the professional peer system.

With the reciprocal relationship in mind, it is important to make explicit the emphasis given to the graduate and research components in the prevailing concept of a viable institution of higher education.

> ... Certain characteristics of a modern university should be acknowledged. First, it should be recognized that one of the primary objectives of a university is research and that its status and the security of its faculty are dependent upon its productivity.[1]

The Black Graduate Schools, in their academic and professional credentials, enrich the status of the parent institutions. At the same time the institutions continue to be deprived of an equitable share of resources and nowhere is this inequity more noticeable than in the graduate and research areas. Government grants and contracts, and financial aid for graduate students remain at a low level. Students continue to enroll in the programs but a considerable percent do so on a part-time basis because of the paucity of fellowships and research assistantships available at the institutions where they choose to enroll. Given the contradiction of inequity with equal partnership, it appears that the inequity, particularly at the state level, must be faced and removed if equal partnership is to become a reality.[2]

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1. Ann M. Heiss. Challenges to Graduate Schools: The Ph.D. Program in Ten Universities. San Francisco: Jossey-Bass, 1970, p. 270.

2. Every interviewee mentioned the issue of inequity in some form. References to inequity touched on institutional resources, financial aid for graduate students, and the awarding of research grants or grants for faculty release time to write research proposals.

Graduate and Professional Education for Blacks

When graduate education for minorities is addressed in terms of full time enrollment the resulting statistics work to cover over the accomplishments of the 32 schools in increasing the number of minorities in graduate and professional study and in meeting the needs of the greater number of blacks qualified for graduate study. Given the low level of financial aid available at the black institutions for graduate and professional study, and given the economic level of the average black student at the time of the baccalaureate degree coupled with the opportunity for profitable employment for the first time, it is not surprising that most students choose part time graduate study and full time employment as the solution for the dilemma of further education and remuneration for the family investment.

Similarly, addressing graduate study for minorities in terms of doctoral study tends to overlook the productivity and potential of graduate schools with masters programs only. The immediate transition from undergraduate study to full time doctoral study, or receiving the masters and doctoral degrees at the same institution, does not appear to be the norm. Examination of 100 catalogs of institutions of higher education reveals that many terminal degreed faculty members received the masters degree at a different institution than the doctorate. Examination of the catalogs of 27 of the 32 institutions in this study revealed that over 1,000 faculty members with the doctorate or engaged in pursuing it had received the masters degree at one of the Black Graduate Schools.

Of the ETS Black Graduate Availability Pool, Spring, 1974, 68.1 percent (1540) had the masters degree as an immediate objective and 31.2 percent the doctorate. However, 72.5 percent (1639) of the pool had the doctorate degree as a long range objective.[1] Several factors operate in the high percentages for the immediate and long range objectives but it is evident that, for most minority persons, the masters degree is more realistic as an immediate objective and the doctorate as long range.

In the context of full and part time enrollment in masters and doctoral programs Black Graduate Schools continue to provide professional and graduate programs for minorities despite the low level of funding at these levels. Stereotyping continues to reflect an image of the schools offering programs almost exclusively in the field of education but enrollment data show them to be outstanding in their efforts to increase the number of minorities in a variety of professions and academic disciplines.

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[1] Educational Testing Service. "(1975) Minority Graduate Student Locator Service" (unpublished data), found in Equal Educational Opportunity for Blacks in U.S. Higher Education: An Assessment. Institute for Study of Educational Policy, Howard University. Washington, D.C.: Howard University Press, 1976, p. 281.

In Fall, 1976, the 32 institutions were educating on the professional level the following percents of the nation's blacks enrolled in each of the specified professions.[1]

Veterinary Medicine	72.36 percent
Dentistry	45.86 percent
Medicine	21.57 percent
Law	14.55 percent

The 32 graduate schools, representing 3 percent of the graduate schools in the United States, were educating on the graduate level the following percents of the nation's blacks enrolled in each of the specified academic disciplines at the graduate level.

Agriculture and Natural Resources	43.02 percent
Biological Sciences	39.91 percent
Physical Sciences	24.77 percent
Architecture & Environment Design	24.41 percent
Business & Management	16.43 percent
Engineering	4.80 percent

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[1] Further information on enrollment data is found in Chapter III, pp. 50-58. The percents mentioned here are derived from the Fall, 1976 HEGIS Report on enrollments in higher education and include full and part time students.

The number of blacks pursuing graduate degrees in education remains at a high level when compared with the number of blacks in other fields.[1] In 1977 blacks represented 3.74 percent of all doctorates but 9.22 percent of doctorates in education.[2] If concern over the number of blacks in education is to lead to change it will need to be directed to all graduate schools and not particularly to the Black Graduate Schools. The data show that of the total black population in the Black Graduate Schools 25.64 percent are in the specified disciplines and professions and 74.36 percent in all other fields including education.[3,4] Of the total black population in the nonblack graduate schools 20.63 percent are in the specified disciplines and professions and almost 80 percent (79.37) are in all other areas.[5]

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[1] Of the 1186 doctorates awarded blacks in 1977, 687, or 57.93 percent, were in the field of education. See: National Research Council Commission on Human Resources. Summary Report 1977 Doctorate Recipients from United States Universities. Washington, D.C.: National Academy of Sciences, February, 1978.

[2] Ibid., pp. 16, 19.

[3] Percentages derived from enrollment figures of HEGIS Report, Fall, 1976.

[4] "Specified professions and disciplines" refers to the professions and academic disciplines listed on page 11. "All other fields" includes the remaining professions and communication, computer information sciences, education, fine arts, health professions, letters, library science, mathematics, psychology, public affairs, and social sciences.

[5] HEGIS Report, Fall, 1976.

Of immediate concern is the number and employment of blacks with doctorates in educational administration. Although the pool of blacks with doctorates in the specialty is estimated to be substantial,[1] the 16,006 operating public school systems in the United States had hired only 68 black superintendents as of September, 1977. [2,3]

Whether concern over blacks in graduate study is directed toward increasing the numbers in specified disciplines and professions or educational specialties, the problem of the black schools is not a matter of attracting students. The data show they are successful in this area.

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[1] In 1977 alone, 175 or 11.59 percent of all doctorates in educational administration were earned by blacks. See: National Research Council Commission on Human Resources. Op.cit., p. 19.

[2] Mary A. Golladay. The Condition of Education, Volume Three. Washington, D.C.: Government Printing Office, 1977, p. 169.

[3] Data on identified black superintendents were obtained from Charles D. Moody of the Program for Educational Opportunity, University of Michigan, Ann Arbor.

Faculty and Student Desegregation

Without the attraction of higher salaries for faculty and without aid for recruitment or funding for fellowships, desegregation and integration of faculty and students in the 32 Black Graduate Schools has been accomplished.[1] The history of the schools shows integration of faculty occurring before 1954 and, in some instances, from the earliest days of the schools. White faculty, staff, and administrators were not unknown on the campuses and in the graduate schools. Atlanta University is a private institution today because, when ordered by the state to segregate its faculty, it chose to keep the white faculty and thus forfeited the state subsidies.

In Fall, 1976, the faculties of the 32 schools were 64 percent black, 36 percent white and other minorities, and 28.33 percent white only. Similar percentages hold for graduate student enrollment: 71.46 percent of the students were black, 28.54 percent white and other minorities, and 22.34 percent white only.[2]

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[1] The integration of students refers to graduate students only and varies from school to school.

[2] Data on faculty and students were obtained from the deans of the Black Graduate Schools and from the HEGIS Report, Fall, 1976.

The introduction of the report provided general information on the 32 Black Graduate Schools, their relationship to the parent black institutions, and their contributions to increasing the participation of blacks in graduate and professional study, to furthering integration of faculty and students, and to playing a role in the attainment of equal partnership.

In the areas of concern cited by the Pratt decisions, the Black Graduate Schools, at their level, contribute to increasing participation of blacks in graduate and professional study and to furthering integration of faculty and student bodies in states which formerly had dual education systems. While the record of the schools in the two areas is noteworthy, the more significant contribution they make is demonstrating that the rulings of the courts can be implemented.

Making equal partnership a reality is the responsibility of State boards. The Black Graduate Schools play an important role in the attainment of equal partnership for the institutions insofar as they contribute to the academic and professional viability of the parent institutions and insofar as some dimensions of the prevailing concept of viability are associated more with the graduate than with the undergraduate level.

Historically, the Black Graduate Schools have shared the successes and struggles of the parent institutions. With them they have shaped and been shaped by the social and educational history of the nineteenth and twentieth centuries. Individually, the schools may differ from one another in type of parent institution or in curricular offerings but, as a group, they share common characteristics. These characteristics developed as a response to the social history of a not too distant past. Today these characteristics distinguish the schools as examplars of the American belief in equalitarianism in its application to graduate and professional education.

At the same time the schools struggle with other characteristics which they inherit from the limits imposed upon them by a segregated and, in the case in point, nonequalitarian society.

The two clusters of characteristics are the source of the productivity and of the problems of the schools. Details on the characteristics which find their source in the History, Purpose, Mission, and Goals (Chapter II) are reflected today in Students (Chapter III), Faculty (Chapter IV), Programs and Plans (Chapter V), and Resources and Needs (Chapter VI). These divisions form the rest of the report.

CHAPTER II

HISTORY, PURPOSE, MISSION, GOALS

Throughout this chapter the Black Graduate Schools are examined through an overview of the parent institutions, specifically through their history, mission, and goals. The approach, while not directed primarily to the graduate schools, is fortunate because, indirectly, it highlights the strong relation of the schools to the black institutions.[1]

The catalogs of the black institutions contain a striking feature in that the space and emphasis given to details of the history, purpose, mission, goals, and to specifics for carrying out the goals is unduplicated in any other group of college catalogs.[2,3,4] Private colleges with varying degrees of present

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1. The parent institutions, with few exceptions, are supportive of the graduate schools and the schools operate within the explicit goals of the institution. The present questioning of the position graduate schools have attained and the effect on the teaching function and the historic purposes of a university is absent in the black institutions. The higher administrations of black institutions are supportive of their graduate schools, some of them to the point of placing graduate education among their top priorities. Graduate deans are strong in their support of the goals of the black institutions. The goals and purposes of the graduate schools are subsumed under those of the institution. Graduate catalogs reiterate institutional goals or make reference to the subsumption. General catalogs include graduate education within their objectives.

2. Thirty-two graduate catalogs, 32 general catalogs, and 10 professional school catalogs of the black institutions were analyzed for statements on history, purpose, mission, and goals.

3. A random sample of 100 catalogs of nonblack institutions was also examined.

4. See Appendix A for examples, from catalogs of 3 black schools.

or past relational connection with religious groups may provide more history or goal statements than the average publicly controlled institution but no group of schools has catalogs which, in space and emphasis on history and goals, compares with the black institutions.[1,2]

History

Historical facts presented in this section address the schools in terms of time, location, and passage through institutional phases. These terms provide a view of the schools in time-perspective, in social context, and in relationship to the parent institutions.

Time

The 32 Black Graduate Schools sprang from well established institutions. They are not a recent phenomenon on the educational scene except to the degree that graduate schools in America are recent. The schools began and developed in a context of imposed handicaps at a time when institutional resources, financial aid for graduate students, and support and permission for new programs were dependent upon state boards, at times unfriendly and always

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1. Some institutions give space to historical aspects of the school (Berkeley) and others to value oriented statements of goals.

2. The black institutions mention legislative acts which created the college, changed its name or the nature of its offerings; names of founders and their sacrifices; names, terms, and accomplishments of presidents; and names, purposes, cost, and dates of dedication of campus buildings.

committed to preserving the dual educational system with its inequities. The inequities, whether from state boards or from the social context of the times, made growth of programs difficult and the steps in development prolonged. Whatever the limitations within which the schools operated, as a group they succeeded in providing some variety of program offerings.

Figures 1-3 present the black schools in time in relation to the founding of the parent institutions, in relation to growth of graduate schools and in relation to expansion[1] of programs.

Figure 1

1. Two universities (Howard and Fisk) were offering graduate study before 1900.[2]
2. The largest number of graduate school beginnings occurred between 1920-1960.[3]
3. Nineteen of the 32 graduate schools were founded prior to 1954 and 24 of them existed prior to 1964.

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[1] Expansion of graduate programs is defined in terms of major field of study and subgroupings as well as directions for them in HEGIS XII, NCES Form 2300-2.1, 3/77, "Degrees and Other Formal Awards Conferred Between July 1, 1976, and June 30, 1977."

[2] Graduate study began at Howard in 1870, passed through several stages, and was incorporated into a graduate school in 1934. The program at Fisk began in 1889, was discontinued for a period and reinstated in 1928. Later Hampton Institute inaugurated graduate work in 1928, discontinued it in 1949, and reactivated it in 1956.

[3] By the end of the 30-year period from 1929 to 1959, 22 of the 32 graduate programs were operating in the institutions.

The last point is important. There is a consciousness regarding the position of the parent institution in a segregated society but little awareness of the plight of the black graduate schools in the same context. As Figure 1 indicates the early years of the graduate schools occurred during a time when they were accorded second class citizenship in the educational enterprise. This status touched not only the student body but extended to state allocations, resources, and permission and support for new programs.

Figure 2 compares beginnings of the parent institutions, of the graduate schools, and of the expansion of graduate programs.

Figure 2

1. The period prior to 1900 saw the largest number of foundations (23) of the parent institutions.
2. The 20 year bracket from 1941 to 1960 contains the largest number of beginnings (12) of graduate schools in the institutions.
3. The bracket from 1961 to the present contains the largest number of expansions (16) of graduate programs in the schools.

Figure 3 shows cumulative growth in the parent institutions, in the graduate schools, and in the expanded programs.

Figure 3

1. In any 20 year bracket more than half of the existing graduate schools were offering programs beyond teacher education.
2. By 1978, all but 3 of the graduate schools were offering expanded programs.
3. Of the 32 schools, only one retrenched on its expansion of programs.

Location

The focus of "location" is in terms of the present. Twenty of the 32 schools are located in 16 different Standard Metropolitan Statistical Areas. The remaining 12 schools are found in smaller cities and rural areas. Ten schools are located in state capitols and 2 are in the nation's capitol. Interviewees connected with institutions in SMSA and in state capitols mentioned location as an important resource of the schools. A rural or small city setting of a graduate school affects the composition of the clientele.

Mention has been made of the number of schools in the South or in "Adams" states. The political implications of location have affected and continue to affect the schools. While local geographical setting and political location are vital factors to be considered, they must be joined with facts on regional location if the potential of the Black Graduate Schools is to be evaluated.

The breakdown of the black population in the United States according to regions provides some idea of where the pool of blacks for graduate and professional study resides. According to population estimates the South contains the largest number of the nation's blacks when all ages are considered, the largest number of blacks in the age bracket 20-34[1] and the largest number of blacks in postbaccalaureate study.

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[1] The age bracket when graduate and professional education usually would be pursued is 20-34. Several interviewees reported having graduate students in age brackets inclusive of the 50's.

52.67 percent of the nation's black population resides in the South.

BLACK POPULATION--U.S. ALL AGES[1]

Region	Number	Percent
Northeast	4,476,210	18.42
North Central	5,031,610	20.71
South	12,797,740	52.67
West	1,992,320	8.20
Total	24,297,880	100.00

50.67 percent of blacks in the age bracket 20-34 resides in the South.

BLACK POPULATION--U.S. AGES 20-34[2]

Region	Number	Percent
Northeast	1,027,980	18.46
North Central	1,180,910	21.21
South	2,821,150	50.67
West	538,130	9.66
Total	5,568,170	100.00

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[1] Population estimates for all ages and for the age bracket 20-34 are taken from an EIS report of the Bureau of the Census to be published in 1978. The regional estimates are similar to a published report of the Bureau which employed Administrative Records Method. This latter study estimates the total U.S. black population to be 24,435,000 and the black population in the South to be 12,814,800 or 52.44 percent of the total black population. See: U.S. Bureau of the Census, Current Population Reports, Series P-23, No. 67, "Population Estimates by Race for States: July 1, 1973 and 1975." U.S. Government Printing Office, Washington, D.C., 1978.

[2] The South has 51.88 percent of the black population in the age bracket 20-24 and 49.83 percent in the 25-34 bracket. The brackets were combined here. The standard error of estimate is greater in the age brackets than in the regional estimates.

The highest number of blacks in postbaccalaureate study are enrolled in schools in the South.

BLACKS IN POSTBACCALAUREATE STUDY[1]

	Number	Percent
Total U.S.A.	75,505	100.00
Total South	33,248	44.03

In contrast, blacks in the South have the lowest median income and the lowest ratio of black to white median income.

MEDIAN INCOME[2]

Region	Black	White	Ratio
South	$6,730	$12,050	0.56
Northeast	8,788	14,164	0.62
North Central	9,846	14,017	0.70
West	8,585	13,339	0.64

The largest part of the pool of blacks for graduate and professional study resides in the region where 30 of the 32 Black Graduate Schools are located. The schools are in the South which has the highest percent of the nation's blacks, the highest percent of blacks in the age bracket of 20-34, the highest percent of blacks in postbaccalaureate study, the lowest median income for blacks, and the lowest ratio of black to white income.

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[1] HEGIS Report, Op.cit.

[2] U.S. Bureau of the Census Current Population Reports, Special Studies, Series P-23, No. 54, The Social and Economic Status of the Black Population in the United States, 1974, p. 26.

Institutional Phases

From the middle of the nineteenth century to the middle of the twentieth century many institutions of learning in America passed through levels of growth from what was essentially secondary school to teacher training classes, to normal school, to college, and to senior college or university.[1] Other institutions became part of the land grant movement. The black institutions passed through these developmental phases but with differences. Because of the differences a number of mandated name changes were placed upon the institutions. These name changes reflect: (1) accommodations by the states to segregation; (2) federal stipulation that in dual educational systems provision be made for Negro students if the white institutions wished to receive land grant funds; and (3) Civil Rights Act and court decisions of our time. Examples of institutional name changes are listed for 4 institutions.

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[1] The "academy" (high school) which many of the early black institutions conducted, were also conducted in fact, if not in name, by many white institutions. Generalizations are misleading but "in their report to the National Council on Education, the Committee on Normal Education did generalize in 1892 that the normal school course of study was still based on that of the common school and that a student qualified to enter high school was admitted as a rule without question." Merle L. Borrowman. The Liberal and Technical in Teacher Education: An Historical Survey in American Thought. New York: Bureau of Publications, Teachers College Columbia University, 1956, p. 78. See also: Alfred Lawrence Hall-Quest. Professional Secondary Education in Teachers Colleges. New York: Teachers College Columbia University, 1925, for examples of normal school curriculum leading to liberal arts curriculum of the college.

Florida Agricultural and Mechanical University
(State school from its beginning)

1887	State Normal College for Colored Students
1891	State Normal and Industrial College for Colored Students
1909	Florida Agricultural and Mechanical College for Negroes
1951	Florida Agricultural and Mechanical College
1953	Florida Agricultural and Mechanical University
1971	Full autonomy--recognized as full partner in nine universities public education system

Kentucky State University
(State school from the beginning)

1886	State Normal School for Colored Persons
1902	Kentucky Normal and Industrial Institute for Colored Persons
1926	Kentucky Industrial College for Colored Persons
1938	Kentucky State College for Negroes
1952	Kentucky State College
1972	Kentucky State University--one of 5 state universities

North Carolina Central University
(Private beginnings taken over by the state)

1909	National Religious Training School and Chautauqua
1915	National Training School
1923	(State control) Durham State Normal School
1925	North Carolina College for Negroes
1947	North Carolina College at Durham
1969	North Carolina Central University
1972	Constituent part of the University of North Carolina

Prairie View Agricultural and Mechanical University
(State school from the beginning)

1876	Alta Vista Agricultural College
1890	Prairie View Normal
1899	Prairie View State Normal and Industrial College
1945	Prairie View University
1947	Prairie View Agricultural and Mechanical College of Texas
1973	Prairie View A&M University

Name changes in 22 institutions were examined.[1] The changes occurred mainly in publicly controlled institutions but the institutional phases which the name changes signified, or some aspects of them, were experienced by the private institutions at least in their early years. Although the phases are identified mainly with state action, other social and economic forces were operational which caused the state action. These same forces affected the private institutions.

Name changes were accompanied by changes in the nature of the institution or in its program offerings. They serve, then, as markers of institutional phases through which the colleges passed.[2] Seven phases were identified.[3]

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[1] Privately controlled and publicly controlled black institutions had similar experiences but 7 private institutions and 3 public institutions did not undergo continuous name change.

[2] The institutions, as a group, experienced these phases although an individual institution may not have passed through all of them.

[3] While the phases usually can be placed in gross time periods, the actual time in years is not the same for all institutions.

1. The need to instruct colored teachers for the colored children in the segregated schools.[1]

2. The need of the state to make provision for Negro students if white institutions were to receive land grant funding.[2]

3. State educational requirements for teachers and the creation of a normal school for the segregated elementary schools.[3]

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[1] "... The Board of School Commissioners...authorized the establishment of a training class for the preparation of Negro teachers for elementary schools in the city." (Coppin State College Bulletin, 1976-78, p. 2.) "In 1918 the school became known as the Lincoln Parish Training School and operated under the direction of the Lincoln Parish School Board." (Grambling State University Catalog 1975-77, p. 18.)

[2] "The A&M College for the White Race was established by the State Legislature in 1889 and was ready to receive its share of funds provided by the Morrill Act....Before the college could receive these funds it was necessary to make provisions for Colored students. Accordingly, the Board of Trustees of the A&M College was empowered to make temporary arrangements for these students." (North Carolina A&T University Bulletin 1977-79, p.3.)

[3] "In 1902, in an amendment to the original Act of 1887, the General Assembly eliminated the college department and changed the name of the institution from Virginia Normal and Collegiate Institute to Virginia Normal and Industrial Institute." (Virginia State College Catalog, 1975, p. 4.) "The new Act changed the name from Alabama Colored Peoples University to Normal School for Colored Students...." (Alabama State University Catalog 1976-78, p. 1.)

4. The need to train Negro teachers for segregated secondary schools necessitating majors in the subject disciplines and leading to the move from the normal school to, and in some returning to, the liberal arts curriculum.[1]

5. The court decisions of the 1950's and the Civil Rights Movement which resulted in the dropping of "for Negroes" or similar words from the legal title of the institutions.[2]

6. The move to senior college status or university status though not necessarily equal partnership with their counterparts in the state systems.[3]

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[1] "In 1961 permission was granted to begin training teachers in the various academic disciplines to teach in the senior high schools of the state....In 1963 the State Legislature authorized the College to begin work in the arts and sciences and to change its name to Bowie State College." (Bowie State College 1976-78 Graduate Catalog, p. 5.)

[2] "(In 1946)...the official name of the institution became Virginia State College." (From Virginia State College for Negroes) Virginia State College 1973-75, p. 5.)

[3] "Name changes continued: to Cheyney State Teachers College in 1951 to Cheyney State College in 1959." (Cheyney State College Graduate Catalog 1974-76, p. 6.) "In August, 1951 the institution was granted university status by approval of the State Board of Education." (Tennessee State University Catalog 1966-1979, p. 9.)

7. Equal and complete partnership in the statewide university or senior college system.[1]

As markers the name changes designate institutional phases and assist in locating a single institution and a graduate school in the past and present. Howard, Fisk, and other private institutions were offering graduate programs early. For most of the state institutions graduate study was initiated around Phase 4--the move to or return to the liberal arts curriculum. Phases 5 and 6 are characterized by expansion of programs. Most of the institutions are still operating in Phase 6 as noted by Judge Pratt. It is difficult to identify schools which are in Phase 7 notwithstanding the wording of legislative Acts. Moreover this phase, though long overdue, is still in its infancy. Some state boards are reluctant to allow new graduate and professional programs in any institution and the "belated concern" over duplication works against the Black Graduate Schools.

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[1] "In 1971 the Florida Legislature resolved full autonomy for FAMU, granting it recognition as a full partner in the nine-university public education system ofFlorida." (Bulletin Florida A&M University, 1977-78, p. 2.) "On October 30, 1971, the General Assembly ratified an Act to consolidate the institutions of higher learning in North Carolina. Under the provisions of this Act North Carolina Agricultural and Technical State University became a constituent institution of the University of North Carolina effective July 1, 1972." (North Carolina A&T State University Catalog, 1977-79, p. 4.) (A similar reading occurs in Annual Bulletin of North Carolina Central University, p. 39.)

Insufficient funding for institutional needs, for research assistantships and fellowships, and for academic resources joined to reluctance on the part of the State to grant permission and support of new programs together signify that complete and equal partnership, like the institutional phases in the past, comes slowly for the black institutions and their graduate schools.[1]

Other factors besides state actions were causes of the movement from one phase to another. As institutions developed the expectations of the clientele rose. What once provided for limited possibilities has broadened to include the opportunity to choose from a range of academic and professional options. Openings in the market place called for additional career and professionally oriented programs. The products of the professional and graduate schools in the black institutions succeeded in initiating social change in the segregated society. Fifteen years after the Brown decision integration was occurring within the student bodies of the Black Graduate Schools even if it was slow in the white graduate institutions. The institutions, particularly the Black Graduate Schools, were able to make the transition to new programs and, later, to a diversified clientele and yet be true to their initial and fundamental purpose, mission, and goals. Indeed, they were able to make the transition because of their fundamental mission and goals.

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1. There is some evidence that for two black graduate schools university boards and/or presidents are divided on the support for graduate education.

Purpose, Mission, and Goals

The purpose for which the black institutions were founded was to provide higher education for a minority people who were denied it by the mainstream society. The purpose remains today. Analysis of the mission and goals of the institutions and of the graduate schools shows that the ethic behind the original purpose is as strong today as it was when the black institutions were founded.

Explicit statements of mission, goals, and goal implementation are distinctive of the catalogs of the black colleges and of the black graduate schools. The analysis of the statements resulted in a list of mission and goal priorities.

	Priority	No. of Statements[1]
1.	Service to the Community	56
2.	Development of Character, Moral Choices, Values, Dignity of Human Person	32
3.	Providing a Multicultural Environment	32
4.	Excellence, Quality, Scholarly Inquiry, Research	28
5.	Positive Environment, Person-Oriented, Self-Awareness, Aesthetic Opportunities	28
6.	Training for Leadership	23
7.	Assisting "marginally prepared and near destitute students"	22
8.	Training opportunities for the Paraprofessional and Subprofessional in Continuing Education	19

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[1] General references to "teaching, research and service" were not counted.

If the analysis has any merit it is that it has provided some evidence that the broader concept of service appears more times than the education of the disadvantaged. And it is not surprising since the issue of justice with which the black institutions have lived and worked towards is manifested in service at all levels to the fellowman. At the corporate and community level distributive justice is concerned with societal change. Training for leadership, moral choices, scholarly inquiry, and living in a multicultural environment help bring about the societal change.

The high emphasis on service appeared in the interviews in the context of projections and program development. Examples of responses are given.

"There was a need for this type of program in the area and we are here to serve the needs of all the people in the State."

"We will continue to serve the needs of the people of the State and region."

"The region needed this kind of program and we developed it and proposed it "

What evidence exists which shows that the institutions implement this priority? Besides providing education for a clientele which includes minorities and third world people, the schools have a number of administrative units and programs which stress service at all levels.

The administrative units include

Institute for Civic Education
Departments of Special Programs
Community College Division
Hubbard Hospital
Walker Health Center
Comprehensive Health Center
Maternal and Child Health Training and Research Centers (international)
Community Mental Health Center
Center for Manpower Research and Training
Transportation Institute
Human Resources Development Center
Carver Research Foundation, Division of Behavioral Science
Andrew Memorial Hospital
Joh A. Andrew Clinics
Cooperative Extension Service
Cooperative State Research Service
Extension Service and Continuing Education
Departments of Continuing Education
Urbinvolve
Howard University Hospital

Besides these examples some schools offer certificates for proficiency in several technical specialities. The Festival of Music and Art and other cultural events are open to the community. Child Development Centers are found on the campuses. Cooperative arrangements with African and Asian Nations are held by some of the institutions. Perhaps the message from the Dean of the Graduate School at Meharry brings together the goal of service and the position it holds in the black schools.

> Meharry has long served communities which have experienced discrimination and economic deprivation: indeed, many of us at Meharry grew up under such communities and received some or all of our education there. This common body of experience sets the unique tone of the college; it is embedded in all its traditions, and comprises an expertise not readily found in higher education. The graduate school is committed to preserving this heritage.[1]

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[1] Charles W. Johnson, M.D. "Message from the Dean," Meharry Medical College Bulletin, 1976-78, p. 22.

By utilizing the areas of priority a general goal statement can be constructed which could be common to all the schools.

> Based on a belief in the dignity and potential of human beings and committed to establishing a more just society, the Black Schools, within a multicultural learning environment, educate and train leaders in excellence, scholarship, research, and professional practice.

The 32 Black Graduate Schools, as integral units within the parent institutions, share common characteristics born of sharing a common history, purpose, mission, and goals. These characteristics are the source of their past and present productivity and problems. The historical background of the schools, the analysis of the catalogs and programs, and numberous interviews with administrators and deans suggest some of these characteristics.

The environment of the institutions and of the graduate and professional schools is affected by: a value orientation toward service; a demonstration by committed faculty of faith in the dignity of the student and in his potential to achieve; an expectation of future leadership; and a setting for learning which is multicultural. The content of the curriculum is the result of the match between the general liberal, occupational, and professional needs of the students and the needs of the area, region, nation, and world. The interaction is personal in approach and supportive. It occurs in a small intimate school environment.[1]

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[1] The question of characteristics was not addressed directly to the interviewees. However, in addressing projections for the schools and possible reasons for success in attracting a multicultural student body, the responses centered on the characteristics which surfaced in the analysis of identified historical facts, mission, purpose, goals and objectives. The interviewees, unknowingly, provided some verification for the analysis. A similar thing occurred in regard to disabling characteristics.

Second chance programs which provide missing elements of past educational experience are found in all the schools and embody many of the listed characteristics.

Other characteristics which are disabling for the 32 schools have their roots in what Dr. John Hill has termed "a long period of invisibility and financial deprivation."[1] This long period, the results of which remain active today, forced the Black Graduate Schools to develop within limitations. The limits created handicaps which continue to hamper the schools in their development. These handicaps, like physical handicaps in a human person, prevent the schools from operating at the level of their potential and capabilities. Efforts aimed at increasing visibility of the schools and "catch up" aid to eradicate the negative and disabling aspects of the past appear needed if the schools and the institutions are ever to experience equal partnership.[2]

The location of the schools in the South places them in the best geographical region for attracting blacks to their programs. Yet the situation in which most blacks find themselves after baccalaureate education causes them to choose part time and masters programs as their immediate goal. The level of research, institutional, and student grants for graduate education at the black schools makes it difficult both for the student to attend full time and for the schools to concentrate on pure and applied research to the extent they would wish.

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[1] The problem of invisibility continues. Although a complete search was not engaged in, none of the reviews of the history of graduate schools in the United States mentions Howard University which awarded its first masters degree in 1872.

[2] Interviewees were emphatic about the need for massive funding if the handicaps were ever to be removed. Several interviewees suggested a public relations effort to advertise the Black Graduate Schools.

The following chapter will address the number and percent of blacks which the 32 schools are educating in various academic disciplines and professions. These programs attract blacks and are the areas where the underutilized capabilities of the schools could best profit from both student and institutional aid.

Before proceeding in the report nine statements on Chapters I and II summarize the findings up this point.

1. The 32 Black Graduate Schools are accredited by regular accrediting agencies as well as several professional accrediting associations.
2. The schools offer over 507 masters programs and 32 doctoral programs.
3. In areas where the courts have ruled on desegregation of student bodies and faculties and on participation of blacks in graduate and professional schools, the 32 schools have demonstrated that the rulings can be implemented.
4. Immediate transition from undergraduate to full time time doctoral study does not appear to be the norm nor does receiving the masters and doctoral degree at the same institution. For blacks the masters degree is more realistic as an immediate objective and the doctorate as long range.
5. Reporting minority graduate enrollment in terms of full time and doctoral programs overlooks the contributions of the 32 schools.

6. Black Graduate Schools provide graduate degree programs in a number of specified disciplines and professions.
7. Contrary to the prevalent perception of the Black Schools as emphasizing only education, as a group the 32 schools have a higher percent of their black students enrolled in specified disciplines and professions than, as a group, the white graduate schools do.
8. As a group Black Graduate Schools have been successful in desegregation of students and faculty.
9. From identified historical facts and from an analysis of the mission, purpose, goals, and objectives of the parent institutions and the schools, certain common characteristics emerge.
10. The characteristics fall into two clusters, positive and enabling ones and negative and disabling ones.
11. The disabling effects of the cluster of negative characteristics must be eradicated if the institutions and the schools are to reach equal partnership.

CHAPTER III

STUDENTS

Students in the 32 Black Graduate Schools continue to increase in numbers. After presenting the national picture of blacks enrolled in postbaccalaureate study, this chapter will address the 32 schools and examine: admission, retention, and graduation criteria; full, part time, and total enrollments and trends; enrollments in specified academic disciplines and professions; and integration of student bodies.

Blacks in Postbaccalaureate Study[1]

A sample of 21 states and the District of Columbia was chosen on the basis of enrollments of 1,000 or more blacks at the postbaccalaureate level in the Fall of 1976.[2] Although the states and the District have the highest number of blacks enrolled at this level, each of them, excepting Massachusetts, falls far below parity when the percent of blacks in the state and the percent of blacks in postbaccalaureate study are considered.

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1. Data for this section are based on 1976 population estimates from the Bureau of the Census (Op.cit.) and on 1976 enrollment information from the HEGIS Report (Op.cit.).

2. Each of the 29 remaining states enrolls less than 1,000 black students at this level. Many of the 29 states have small black populations. In other states, blacks represent a percent of the population comparable to some states in the sample. Thus blacks in Connecticut, Delaware, and Arkansas represent respectively 6.98, 13.37, and 17.25 percent of each state's population.

Table 1 lists the general population, the white population, postbaccalaureate population, and white postbaccalaureate population for each state and the District. Table 2 does the same for the black populations.

Figure 4 shows the percent of parity reached for whites and for blacks in each sample state and the District.[1,2] If parity for the white population is considered, 18 states and the District approach, reach or overreach the goal. Massachusetts (92.31), Texas (91.76), and California (88.90) are not far from approaching parity.[3]

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[1] The purpose of Figure 4 is to provide an idea of parity in the gross postbaccalaureate enrollments for blacks and whites in a number of states. Many factors affect the percent of parity and these factors ought to be considered in examining these data.

[2] Certain institutions at certain levels and with available fellowships attract white and black students from outside states. The percent of parity for whites in the District and the percent of parity for blacks in Massachusetts may be affected by this factor. The study has no information on the permanent residences of the students.

[3] "Approaching parity" is defined here as any percent from 95.00 to 99.99.

Table 1. General and Postbaccalaureate Population for Whites in 21 States and the District of Columbia

State	General Population		White Population		Pbccl.[1] Population		White Pbccl. Population		% of Parity[2]
	#	%	#	%	#	%	#	%	
MA	5,751,040	100	5,518,580	95.96	68,179	100	60,391	88.58	92.31
NY	17,833,290	100	15,256,710	85.55	167,064	100	141,983	84.99	99.35
NJ	7,244,400	100	6,377,160	88.03	45,022	100	39,337	87.37	99.25
PA	11,669,940	100	10,596,950	90.81	78,735	100	71,548	90.87	100.07
OH	10,633,880	100	9,584,580	90.13	63,650	100	55,856	87.75	97.36
IN	5,261,620	100	4,868,980	92.54	36,786	100	32,595	88.61	95.75
IL	10,993,950	100	9,189,340	83.59	84,472	100	71,483	84.62	101.23
MI	9,076,460	100	7,989,220	88.02	64,086	100	53,598	83.63	95.01
MO	4,706,520	100	4,133,330	87.82	34,772	100	30,915	88.91	101.24
MD	4,058,760	100	3,166,010	78.00	28,715	100	23,804	82.90	106.28
DC	693,060	100	178,960	25.82	33,250	100	23,902	71.89	278.43
VA	4,914,690	100	4,072,440	82.86	33,146	100	29,519	89.06	107.48
NC	5,382,670	100	4,045,920	75.17	27,491	100	23,395	85.10	113.21
SC	2,785,130	100	1,887,770	67.78	14,770	100	12,689	85.91	126.75
GA	4,910,320	100	3,539,230	72.08	27,859	100	22,938	82.34	114.23
FL	8,497,840	100	7,122,160	83.81	34,319	100	29,086	84.75	101.12
TN	4,185,700	100	3,490,290	83.39	25,103	100	21,474	85.54	102.58
AL	3,589,420	100	2,617,620	72.93	20,436	100	16,511	80.79	110.78
MS	2,329,210	100	1,489,410	63.94	12,080	100	9,073	75.11	117.47
LA	3,745,840	100	2,660,380	71.02	21,456	100	18,284	85.22	119.99
TX	12,307,480	100	10,799,370	87.75	69,154	100	55,685	80.52	91.76
CA	20,996,890	100	18,479,990	88.01	200,991	100	157,257	78.24	88.90

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1. Postbaccalaureate.
2. The ratio of the percent of white postbaccalaureate population to the percent of white population.

Table 2. General and Postbaccalaureate Population for Blacks in 21 States and the District of Columbia

State	General Population		Black Population		Pbccl.[1] Population		Black Pbccl. Population		% of Parity[2]
	#	%	#	%	#	%	#	%	
MA	5,751,040	100	192,330	3.34	68,179	100	2,141	3.14	94.01
NY	17,833,290	100	2,234,770	12.53	167,074	100	9,213	5.51	43.97
NJ	7,244,400	100	782,420	10.80	45,022	100	2,354	5.23	48.43
PA	11,669,940	100	1,021,010	8.75	78,735	100	3,074	3.90	44.57
OH	10,633,880	100	1,003,590	9.44	63,650	100	4,025	6.32	66.95
IN	5,261,620	100	355,430	6.76	36,786	100	1,231	3.35	49.56
IL	10,993,950	100	1,688,740	15.36	84,472	100	6,141	7.27	47.33
MI	9,076,460	100	1,017,600	11.21	64,086	100	4,695	7.33	65.39
MO	4,706,520	100	555,320	11.80	34,772	100	1,533	4.41	37.37
MD	4,058,760	100	842,910	20.77	28,715	100	2,969	10.34	49.78
DC	693,060	100	497,910	71.84	33,250	100	4,946	14.88	20.71
VA	4,914,690	100	779,680	15.86	33,146	100	2,824	8.52	53.72
NC	5,382,670	100	1,206,540	22.42	27,491	100	2,925	10.64	47.46
SC	2,785,130	100	881,340	31.64	14,770	100	1,762	11.93	37.71
GA	4,910,320	100	1,336,230	27.21	27,859	100	3,667	13.16	48.36
FL	8,497,840	100	1,319,940	15.53	34,319	100	2,556	7.45	47.97
TN	4,185,700	100	687,940	16.44	25,103	100	2,454	9.78	59.49
AL	3,589,420	100	959,840	26.74	20,436	100	3,297	16.13	60.32
MS	2,329,210	100	829,220	35.60	12,080	100	2,515	20.82	58.48
LA	3,745,840	100	1,070,880	28.59	21,456	100	2,080	9.69	33.89
TX	12,307,480	100	1,428,720	11.61	69,154	100	4,373	6.32	54.44
CA	20,996,890	100	1,648,930	7.85	200,991	100	9,447	4.70	59.87

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1. Postbaccalaureate.
2. The ratio of the percent of black postbaccalaureate population to the percent of black population.

FIGURE 4: PERCENT OF PARITY IN POSTBACCALAUREATE EDUCATION FOR 21 STATES AND THE DISTRICT OF COLUMBIA

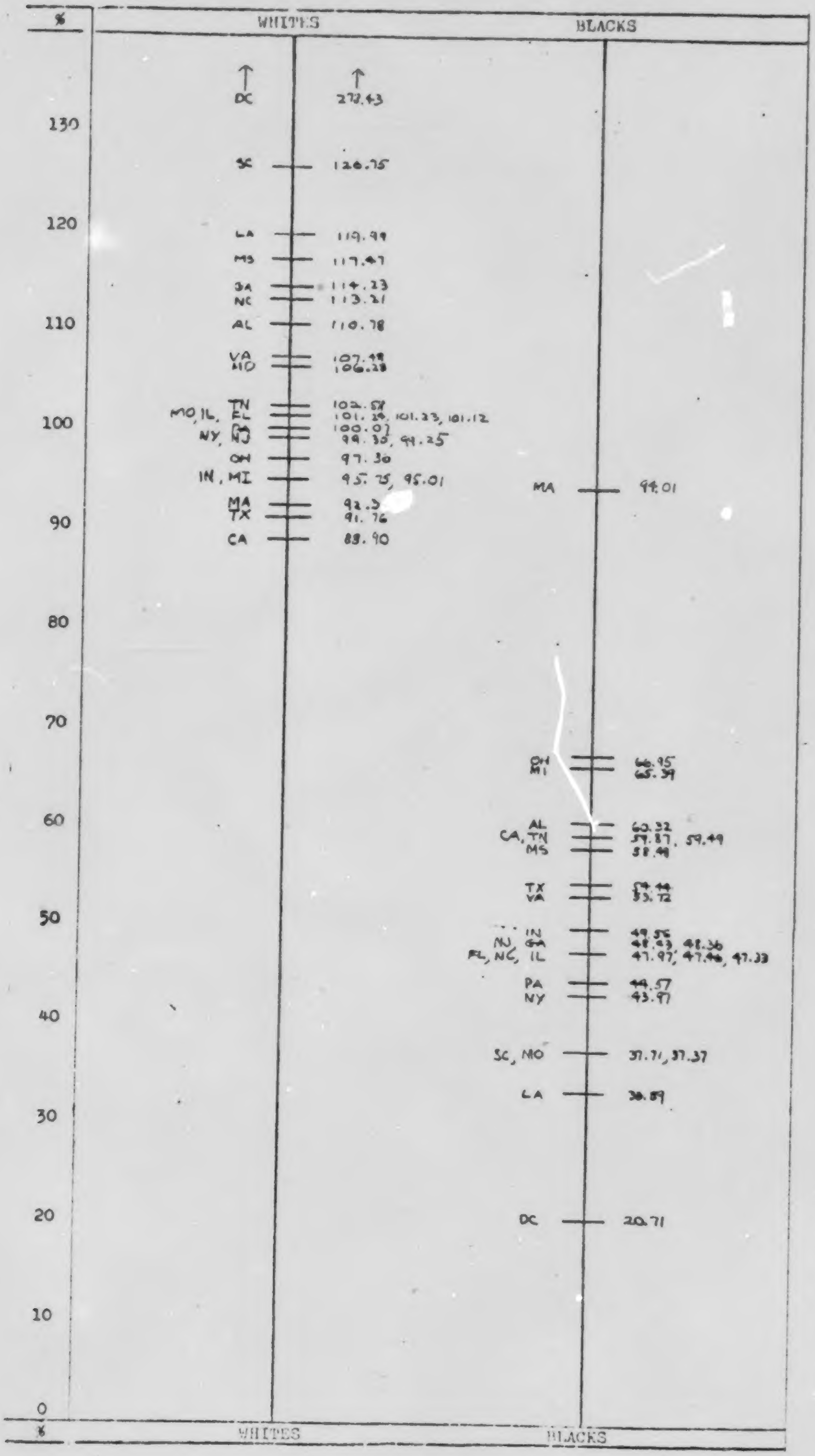


FIGURE 6: FULL TIME, PART TIME, AND TOTAL ENROLLMENTS FOR 32 BLACK GRADUATE SCHOOLS 1973-77, WITH PREDICTED TRENDS FOR 1978, 1979, AND 1980.

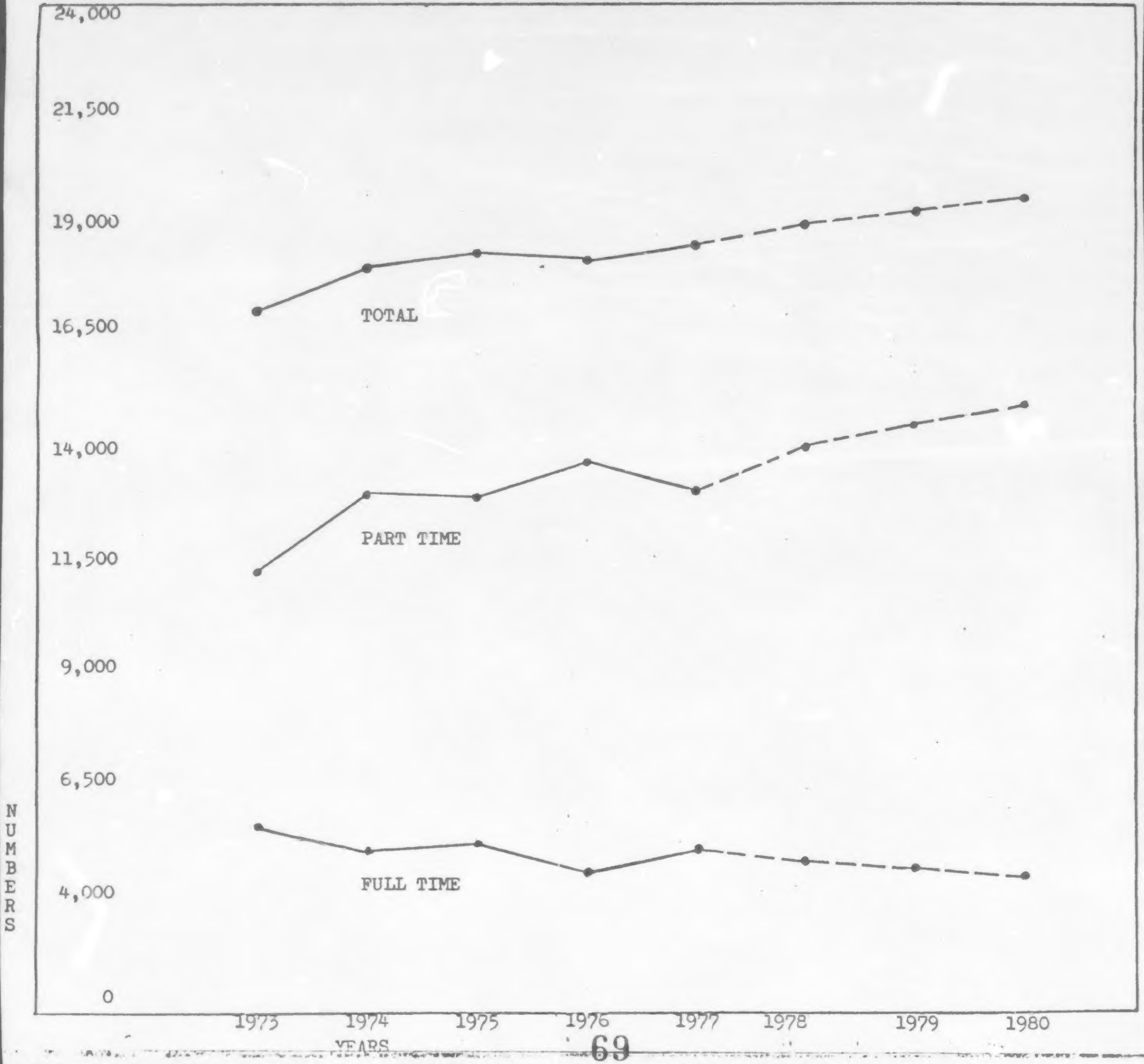


FIGURE 5: FULL TIME, PART TIME, AND TOTAL ENROLLMENTS FOR 32 BLACK GRADUATE SCHOOLS 1971-1977, WITH PREDICTED TRENDS FOR 1978, 1979, 1980.

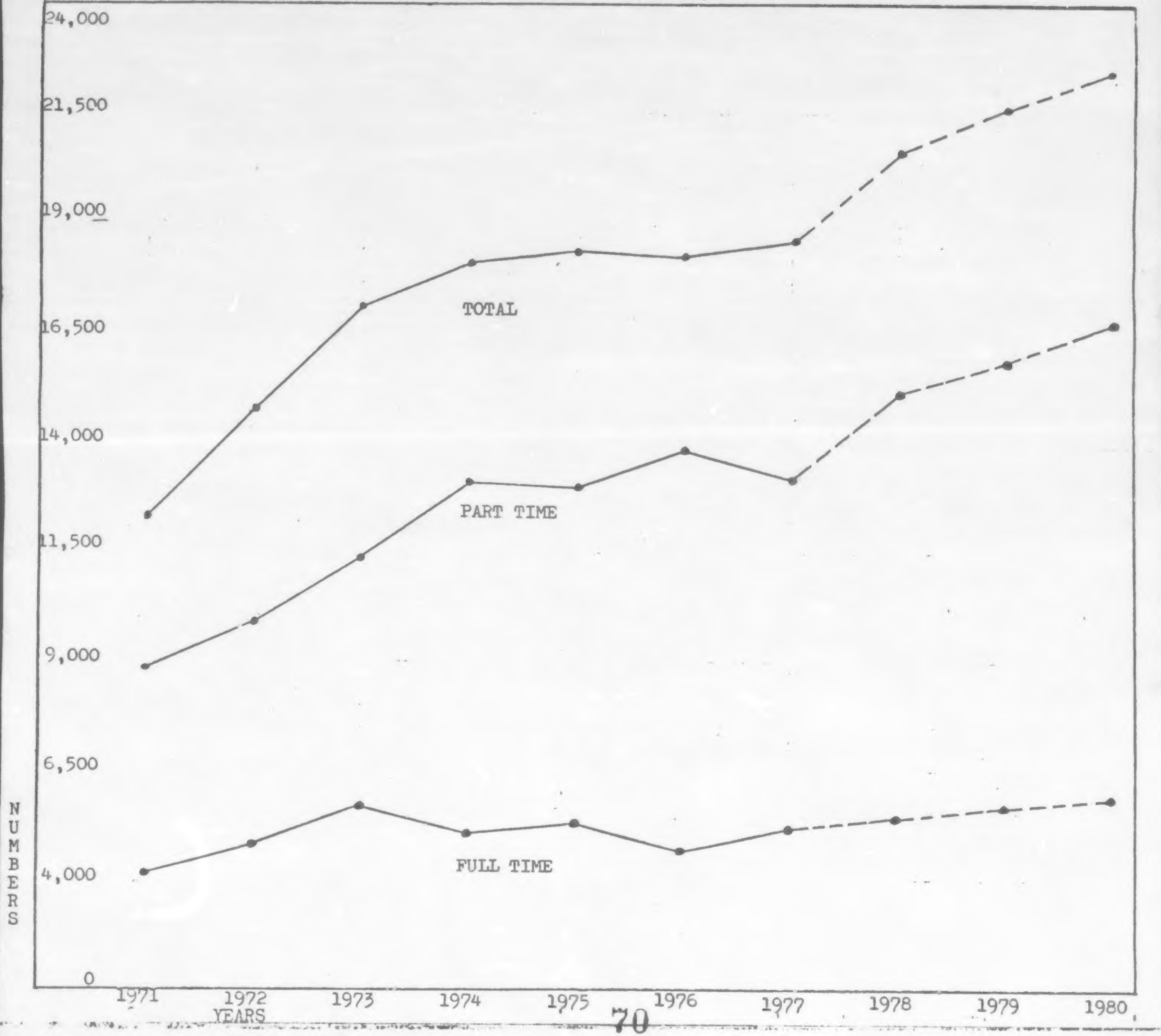


Figure 7: Percent of Fall, 1976 Enrollment According to Race for 32 Black Graduate Schools

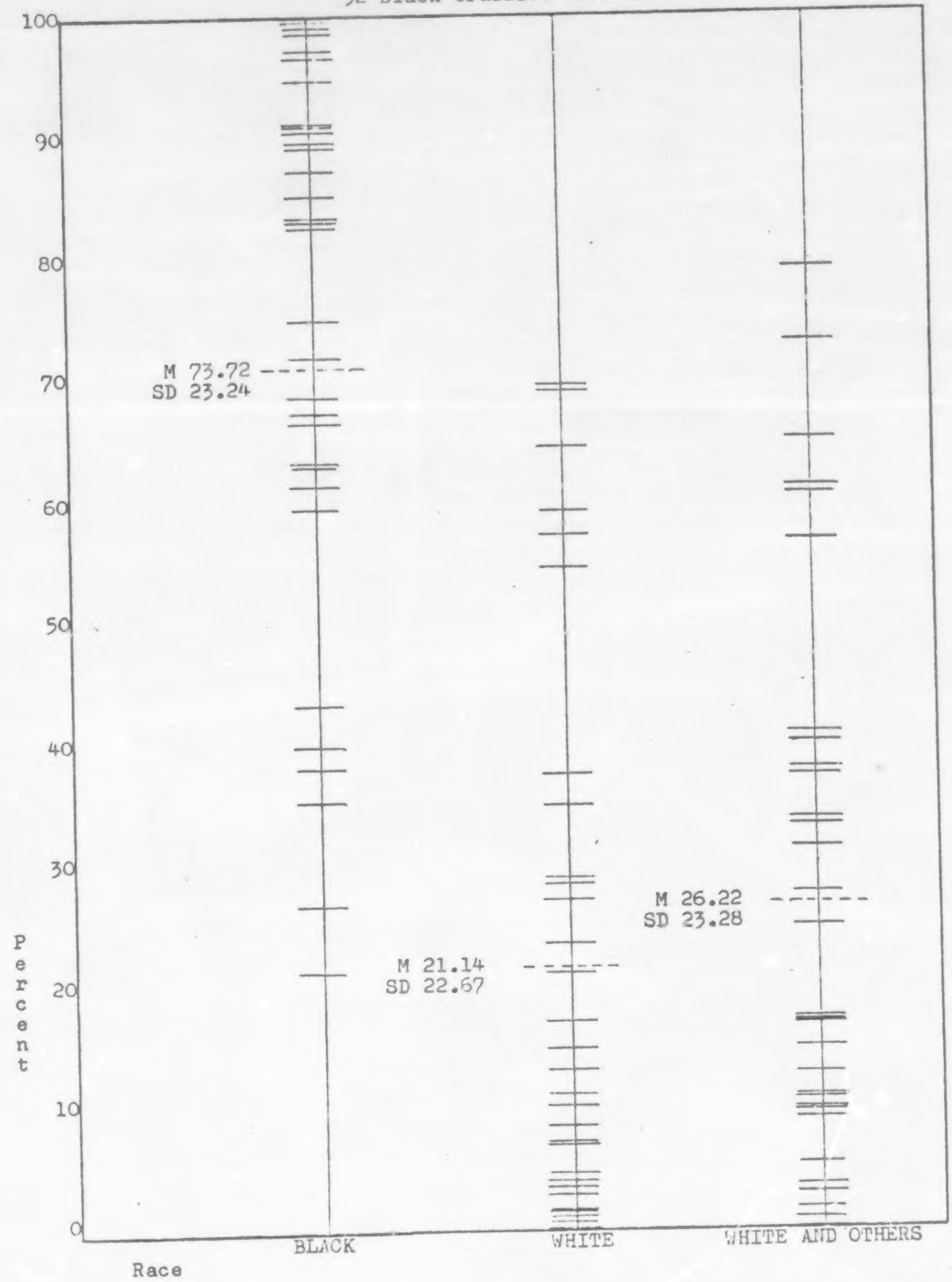
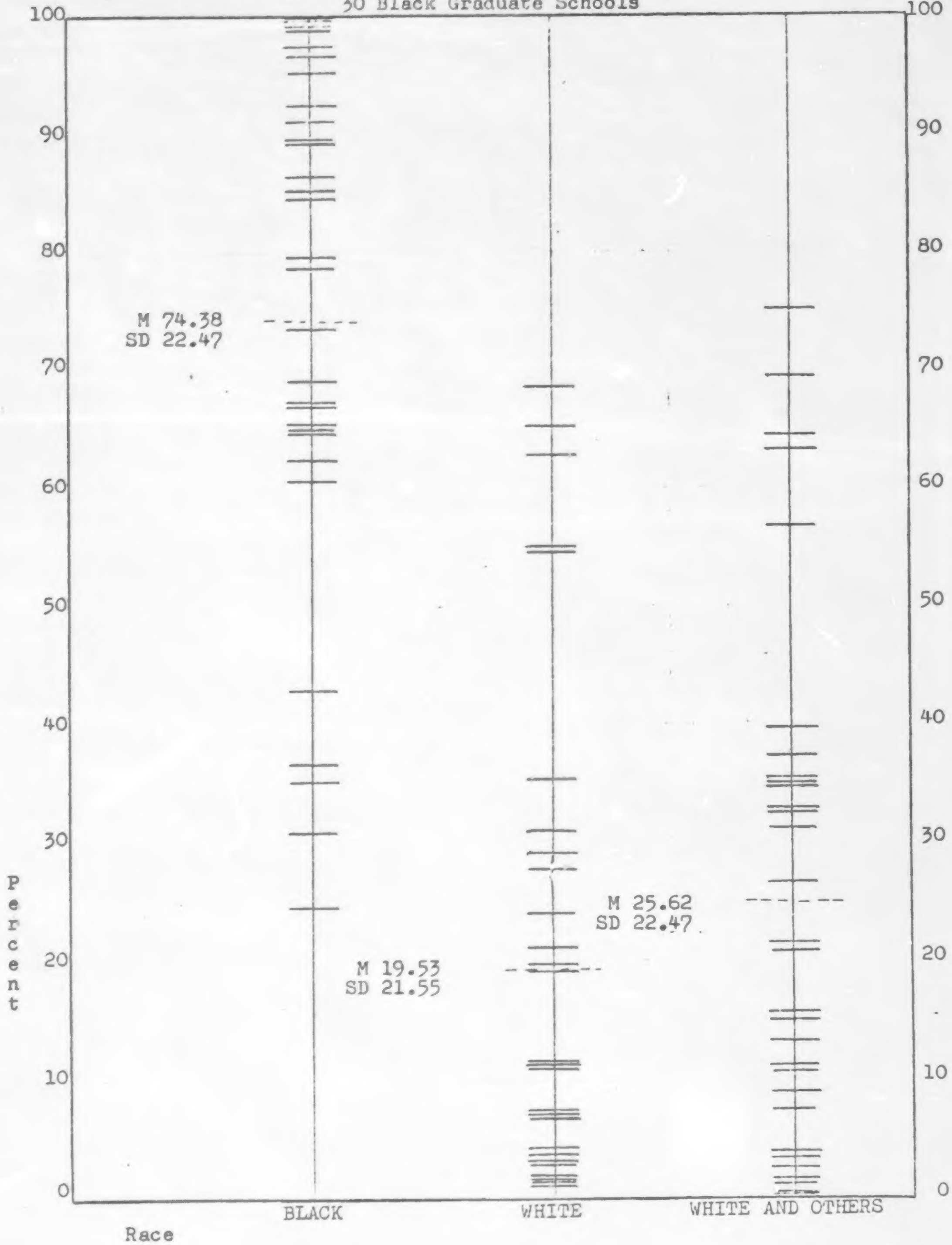


Figure 8: Percent of Fall, 1977 Enrollment According to Race for 30 Black Graduate Schools



None of the states reaches parity for the black population but Massachusetts comes near to approaching it. The rest of the states and the District fail to reach even 70 percent parity and more than half of them fall below 50 percent on the scale.[1] Eleven states and the District have black graduate schools within their borders. There is no doubt that the percent of parity for these states on the scale for blacks would be much lower if the 32 schools were not operating.[2]

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[1] States which enroll less than 1,000 black students at the postbaccalaureate level may or may not attain percents of parity similar to the states in the sample. On the scale for blacks Connecticut would rate 36.53 percent, Delaware, 14.58 percent and Arkansas, 44.52 percent.

[2] See: James E. Blackwell. Op.cit., pp. 36-39.

Admission, Retention, Candidacy, and Graduation[1]

In keeping with Standard Ten of the Southern Association of Colleges and Schools, and similar standards from regional accrediting agencies, the admission, retention, candidacy, and graduation criteria of each of the 32 Black Graduate Schools are clearly delineated. Examination of the catalogs shows that the criteria employed by the black schools are similar to criteria employed by other graduate schools.[2] Some of the catalogs mention suitable personality and character traits as criteria. Each of the schools serves students with a poor elementary and secondary school experience by providing opportunities for a second chance if the student fails to meet a criterion.

Grade Point Average

Twenty-eight catalogs mention grade point average. Four schools have a 3.0 gpa requirement; 5 schools have a gpa score from 2.6-3.0; 3 schools have a 2.5 gpa; and one school considers overall transcript and recommendations. Fifteen schools employ a mix of gpa's: 2.5 for overall average and 3.0 for major field or junior and senior years; 2.7 for overall average and 3.0 for major field.

The question of grade point average relates back to grading procedures within the undergraduate institution. What began and continues as an effort to afford the widest opportunity for some poorly prepared students to succeed in higher education has been perceived by some to apply to all students. The result was to earmark some black institutions as remedial. Black institutions and black graduate schools suffer from the image. Thus, grade point averages from these institutions are treated with caution by some.

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[1] See Appendix B for example of criteria employed.

[2] A second random sample of 130 graduate school catalogs was examined for criteria. The sample excluded the catalogs of the 32 schools.

There has been no thorough study of grading in the black institutions but some evidence exists for one of the states in which they are located. The evidence could be one of the first studies to crrect the image.[1]

Graduate Record Examination

Twenty-two catalogs mention GRE scores in the admission criteria. Four schools require a combined score of 1,000 on the verbal and quantitative tests; 6 schools require scores of 800-1,000. Two schools require 400-450 on the verbal section. Ten schools do not mention specific scores but state "satisfactory score" or similar wording. One school requires the Miller Analogies Test and 8 schools the Graduate Management Admission Test for business students. None of the catalogs mentions the new logical reasoning section of the GRE. It is likely that the catalogs were in printing before the new section appeared on the market.

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[1] A graduate school dean from a predominantly white graduate school in Georgia suspected that black institutions grade their students more stringently than do white institutions. His colleagues found the thesis hard to accept, nevertheless he proceeded to do a computer run on an average of previous gps's of black graduate students from black colleges in Georgia. They averaged 2.62. Black students from white colleges in the state averaged 2.67 and white students at white Georgia colleges averaged 2.87. "Then comes the curious part: the gains from the average previous gpa to the average graduate gpa were virtually the same in all three groups. In the first group the average gain was .78; in the other two .79." Remarks by Benjamin Griffith, Dean of the Graduate School, West Georgia College at a panel discussion, "Access to Graduate and Professional Education for the Underrepresented", Council of Graduate Schools Meeting, New Orleans, November 30, 1977.

It is perhaps significant that 10 of the schools do not mention the GRE in their catalogs. Some schools do not require all students to take the test but different departments may require a particular score on advanced sections of it.

English Proficiency or Communication Proficiency Tests

Thirteen catalogs mention English language proficiency tests. Students with an unacceptable score must take and successfully complete a course in English for graduate students before being permitted to take graduate courses. The test and course are another example of the second chance for the student, a characteristic of the black institutions.

Retention and Candidacy Criteria

An average of "B" is required for graduate courses. Several schools do not allow grades less than "B" to be counted for graduation. The catalogs are specific about the student advisor system, foreign language requirements, and the criteria for candidacy. The performance of the student in scholarship, grades, readings, and personal qualities are taken into consideration.

Graduation Criteria

The written comprehensive examination and the final oral examination on the thesis or the research project are explained in detail in the catalogs. With the exceptions of the place of GRE scores and the allowance of a second chance for students failing to meet a requirement, the 32 Black Graduate Schools reflect the general requirements of all graduate schools.

The examination of criteria for admission, retention, candidacy, and graduation from a random sample of 130 graduate schools revealed that generally those criteria and the criteria employed by the Black Graduate Schools are similar. Thus, in the sample schools criteria for gpa undergraduate admission scores range from 2.3 to 3.0. The gpa score for retention is 3.0 or a "B" average. Candidacy and graduation criteria are similar in both groups of schools.

For those students whose gpa or GRE scores are unsatisfactory 28 of the 130 schools (21.53 percent) have conditional admission with provision that the students attain a "B" average in the first courses. None of the 28 sample schools mention either a test, similar to the English or communications proficiency test, or assistance in areas of weakness. Nine of the 28 schools specify a GRE score: 5 of them require a total score of 1,000; one school requires a score of 900; one school, a score of 800; and 2 schools mention a "satisfactory" or "acceptable" score.

In summary, the distinguishing feature of the Black Graduate Schools in the area of criteria for admissions is that the opportunity for a second chance is actualized in the administration of an English or communications proficiency test followed by the provision of assistance in the area of academic deficiency.

Theses Reported from Black Graduate Schools

Program plans at the 32 schools are both thesis and non-thesis. The non-thesis program plan usually includes a major research paper or a comparable requirement. Over a period of 5 years 21 Black Graduate Schools reported theses undertaken at their institutions but not all of the 21 schools reported each year.[1] The year 1976-77 was the first year which included theses from Howard University.

1972-73	12 schools reported	145	theses
1973-74	12 schools reported	321	theses
1974-75	12 schools reported	157	theses
1975-76	10 schools reported	156	theses
1976-77	13 schools reported	282	theses
	Howard reported	118	theses
		400	theses for 1976-77
1972-77	Grand total 1,179 theses		

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[1] See: George H. Walker, Jr., "Theses Under Way in Selected Colleges and Universities", *Negro Educational Review*, April issue of each year from 1950-51 to 1960-61 and from 1972-73 to the present. The study is indebted to Dr. Walker for supplying past reprints.

Among the nine most frequently mentioned discipline classifications in the 1,179 submitted titles, Math and Science heads the list.[1]

Discipline	Number of Theses
Math and Science	248
Social Science	205
Agricultural Sciences	126
Guidance and Counseling	92
English	90
Home Economics	83
Psychology	73
Afro-American Literature	73
Engineering	31

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[1] See Appendix for examples of theses submitted to Negro Educational Review.

Enrollments and Trends

The National Board on Graduate Education noted the increase in enrollment at black graduate schools.

> Enrollments in the black graduate schools are growing. In Fall, 1967, total enrollments in the historically black graduate schools were 8,488; by 1973, this figure had climbed to 19,919, an increase of more than 100 percent.[1]

The Rogers fact book on the 32 Black Graduate Schools places total enrollment in 1975 at 20,770.[2] Rogers notes that the total enrollments include some "special students" at one of the universities.[3] An attempt has been made in this study to include only those students who are enrolled in graduate degree programs and who were registered for the Fall, 1976 term.[4] Although the resulting figures are conservative, the increase in enrollment is evident. Table 3 uses 1971 as the base year for predicting trends. Trends using 1973 as the base year are also given.[5]

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[1] National Board on Graduate Education. Minority Group Participation in Graduate Education. Washington, D.C.: National Academy of Sciences, 1976, p. 59.

[2] Oscar Allan Rogers, Jr., Op.cit., p. 39.

[3] The special students fulfill all requirements, receive graduate credit, attend extension centers, but are not enrolled in a graduate degree program. Other students are enrolled in a graduate degree program but did not attend the Fall, 1976 semester. One school reported that the Fall, 1976 enrollment was about 1/4 of the total enrollment in graduate degree programs.

[4] The method has some verification when it is compared with the figures for enrollment published by the Office for the Advancement of Public Negro Colleges. If the Fall, 1976, enrollments of the 7 private black graduate schools are added to the Fall, 1976 enrollments at the public black graduate schools, the results are similar to those reported in this study.

[5] The full and part time enrollments, but not the yearly total enrollments, are taken from the Rogers fact book. The 1976 and 1977 enrollments were obtained from the deans of the black graduate schools.

Table 3. Full Time, Part Time, and Total Enrollments in 32 Black Graduate Schools, 1971-1977, with Enrollment Trends for 1978, 1979, 1980.

Number of Schools Reporting	Year	Full Time		Part Time		Total	
27	1971	4014		8709		12723	
27	1972	4863		9881		14744	
28	1973	5627		11483		17110	
30	1974	5101		13080		18181	
32	1975	5381		13073		18454	
32	1976	4562		13825		18387	
32	1977	5378		13206		18584	
(32)	1978	5453	.4479	15175	.9128	20628	.9197
(32)	1979	5568	.5227	15995	.9393	21564	.9418
(32)	1980	5684	.5912	16815	.9563	22500	.9567

Table 4. Enrollment Trends for 1978, 1979, and 1980 in 32 Black Graduate Schools, using 1973 as the Base Year.

Number of Schools Reporting	Year	Full Time		Part Time		Total	
(32)	1978	4899	-.4027	14191	.8424	19089	.8966
(32)	1979	4795	-.4628	14610	.8924	19405	.9315
(32)	1980	4691	-.6697	15029	.9243	19720	.9528

Increases in total and part time enrollments are steady except for a notable increase in 1973. Whether 1971 or 1973 is used as the base year, predicted trends for total and part time enrollments indicate increases.

Again, in full time enrollment in 1973 a notable increase occurred. In 1976 a decrease occurred. With these two exceptions, full time enrollments tend to stay constant with minimum increases. Predictions with 1971 as the base year indicate a similar pattern for full time enrollments. Predictions with 1973 as the base year indicate a drop in full time students.

The minimum increase, and possibility of decrease, in full time enrollment supports the concerns of the interviewees who attest to (1) the need for growth of full time enrollment if serious research is to be increased; and (2) the need for fellowships which would make it possible for students to enroll full time. Although data on financial assistance for graduate students and graduate programs will be addressed in the chapter on Resources, it can be stated here that full time enrollment in the black graduate schools is related to the availability of fellowships or comparable financial assistance for students and for resources.

Enrollments in Specified Disciplines and Professions

This section considers the black graduate enrollment in the following academic disciplines.

Agriculture and Natural Resources
Architecture and Environmental Design
Biological Sciences
Business and Management
Engineering
Physical Sciences

Agriculture and Natural Resources

States[1]	Total - Black Grad. Enrollment	Black Enrollment Black Grad. Schools
MA-NY-NJ-PA	14	0
OH-IN-IL-MI-MO	59	0
MD-DC-VA-NC-SC-GA FL-TN-AL-MS-LA-TX	120	108
CA	9	0
Total	202	108

Six of the 32 historically black graduate schools account for 53.47 percent of the blacks enrolled in graduate programs in Agriculture and Natural Resources throughout the nat[illegible] The same schools enroll 90 percent of blacks enrolled in [illegible]e graduate program in the South.

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[1] The states are those ones which enroll more than 1,000 black students at the postbaccalaureate level. The states are listed according to region: Northeast, North Central, South, and West.

Architecture and Environmental Design

States	Total - Black Grad. Enrollment	Black Enrollment Black Grad. Schools
MA-NY-NJ-PA	154	0
OH-IN-IL-MI-MO	82	0
MD-DC-VA-NC-SC-GA FL-TN-AL-MS-LA-TX	175	125
CA	52	0
Total	463	125

Ten of the 32 historically black graduate schools enroll 27 percent of the nation's blacks in graduate programs in Architecture and Environmental Design. The 10 schools likewise account for 71.43 percent of the blacks in the South who are in graduate programs in these two disciplines.

Biological Sciences

States	Total - Black Grad. Enrollment	Black Enrollment Black Grad. Schools
MA-NY-NJ-PA	183	0
OH-IN-IL-MI-MO	146	0
MD-DC-VA-NC-SC-GA FL-TN-AL-MS-LA-TX	631	449
CA	78	0
Total	1038	449

Twelve of the black graduate schools account for 43.26 percent of all the blacks enrolled in graduate programs in the biological sciences. The same 12 schools enroll 71.16 percent of the blacks in the South enrolled in the same programs.

Business and Management

States	Total - Black Grad. Enrollment	Black Enrollment Black Grad. Schools
MA-NY-NJ-PA	1573	0
OH-IN-IL-MI-MO	1182	0
MD-DC-VA-NC-SC-GA FL-TN-AL-MS-LA-TX	2333	1011
CA	684	0
Total	5772	1011

Nine of the 32 black graduate schools enroll 17.52 percent of all blacks in graduate programs in Business and Management and 43.33 percent of all blacks in the programs in the South.

Engineering

States	Total - Black Grad. Enrollment	Black Enrollment Black Grad. Schools
MA-NY-NJ-PA	266	0
OH-IN-IL-MI-MO	132	0
MD-DC-VA-NC-SC-GA FL-TN-AL-MS-LA-TX	319	44
CA	127	0
Total	844	44

Four of the black graduate schools enroll 5.21 percent of all blacks enrolled in graduate programs in Engineering. The 4 schools account for 13.79 of the blacks in the South enrolled in the same program.

Physical Sciences

States	Total - Black Grad. Enrollment	Black Enrollment Black Grad. Schools
MA-NY-NJ-PA	113	0
OH-IN-IL-MI-MO	111	0
MD-DC-VA-NC-SC-GA FL-TN-AL-MS-LA-TX	295	159
CA	51	0
Total	570	159

Fourteen of the black graduate schools account for 27.89 percent of all blacks enrolled in graduate programs in Physical Sciences. They account for 53.90 percent of all blacks in the South so enrolled.

The summary of the preceding statistics provides an overview of the attainment of the black graduate schools in the academic disciplines cited.

Blacks in 32 Black Graduate Schools

Discipline	Percent of Total in Sample States	Percent of Total in South
Agriculture & Natural Resources	53.47	90.00
Architecture & Environmental Design	27.00	71.43
Biological Sciences	43.26	71.16
Business & Management	17.52	43.33
Engineering	5.21	13.79
Physical Sciences	27.89	53.90

Enrollment statistics in the professions of dentistry, medicine, veterinary medicine, and law follow the same patterns as the academic disciplines.

Dentistry

States	Total - Black Prof. Enrollment	Black Enrollment Black Grad./Prof. Schools
MA-NY-NJ-PA	86	0
OH-IN-IL-MI-MO	125	0
MD-DC-VA-NC-SC-GA FL-TN-AL-MS-LA-TX	491	377
CA	64	0
Total	766	377

Two black professional schools, Meharry and Howard, together enroll 49.22 percent of all blacks in dentistry. The 2 schools enroll 76.78 percent of all blacks studying dentistry in the South. Meharry and Howard each enroll more blacks in dentistry than any of the states and regions except Tennessee, the District of Columbia, and the South.

Medicine

States	Total - Black Prof. Enrollment	Black Enrollment Black Grad./Prof. Schools
MA-NY-NJ-PA	875	0
OH-IN-IL-MI-MO	739	0
MD-DC-VA-NC-SC-GA FL-TN-AL-MS-LA-TX	1304	745
CA	217	0
Total	3135	745

Meharry Medical College has more blacks enrolled in medicine than any other state (except TN). Howard enrolls more medical students than any state except New York State, Tennessee and the District. Together the 2 black schools enroll 23.76 percent of all blacks studying medicine. They account for 57.13 percent of all blacks in medical schools in the South.

Veterinary Medicine

States	Total - Black Prof. Enrollment	Black Enrollment Black Grad./Prof. Schools
MA-NY-NJ-PA	12	0
OH-IN-IL-MI-MO	8	0
MD-DC-VA-NC-SC-GA FL-TN-AL-MS-LA-TX	90	89
CA	6	0
Total	116	89

One black school, Tuskegee Institute, enrolls 76.72 percent of all blacks in veterinary medicine. The one school accounts for 99 percent of all blacks so enrolled in the South. Tuskegee trains over three times the number of blacks in veterinary medicine than do the combined schools of the Northeast, North Central, and West.

Law

States	Total - Black Prof. Enrollment	Black Enrollment Black Grad./Prof. Schools
MA-NY-NJ-PA	990	0
OH-IN-IL-MI-MO	1145	0
MD-DC-VA-NC-SC-GA FL-TN-AL-MS-LA-TX	2116	796
CA	783	0
Total	5034	796

Four black institutions with law schools, Howard, Southern, North Carolina Central, and Texas Southern train 15.81 percent of all black law students in the nation. The 4 schools account for 37.62 percent of all blacks in law schools in theSouth.

The summary of black enrollment in the professions gives an overview of the contribution of the historically black schools in the areas of dentistry, medicine, veterinary medicine, and law.

Blacks in Black Professional Schools

Profession	Percent of Total in Sample States	Percent of Total in South
Dentistry	49.22	76.78
Medicine	23.76	57.13
Veterinary Medicine	76.72	99.00
Law	15.81	37.62

In the sample of 21 states and the District the black graduate schools account for more than 25 percent of the total number of blacks enrolled in 6 of 10 disciplines and professions and for more than 50 percent in 2 of the disciplines or professions.

Blacks Enrolled in Ten Specified Disciplines and Professions in Black Graduate and Professional Schools

Discipline/Profession	Percent of Total Enrollment in 21 States and the District
Veterinary Medicine	76.72
Agriculture & Natural Resources	53.47
Dentistry	49.22
Biological Sciences	43.26
Physical Sciences	27.89
Architecture & Environmental Design	27.00
Medicine	23.76
Business & Management	17.52
Law	15.81
Engineering	5.21

In the South the black graduate schools account for more than 25 percent of the total number of blacks enrolled in 9 of 10 disciplines and professions and for more than 50 percent in 6 of the 10 disciplines or professions.

Blacks Enrolled in Ten Specified Disciplines and Professions in Black Graduate and Professional Schools

Discipline/Profession	Percent of Total Enrollment in South
Veterinary Medicine	99.00
Agriculture & Natural Resources	90.00
Dentistry	76.78
Architecture	71.43
Biological Sciences	71.16
Medicine	57.13
Physical Sciences	53.90
Business & Management	43.33
Law	37.62
Engineering	13.79

Integration of Students

Table 5 provides statistics on student population according to race for Fall, 1976 and 1977. Table 6 gives the Mean and Standard Deviation for each of the separate populations for each year.

In Fall 1976 blacks represented 71.46 percent of the student enrollment in the 32 black graduate schools; whites represented 22.34 percent; "other", other minorities, represent 6.20 percent; and whites and other minorities 28.54 percent.

Thirty schools provided racial data on the student population for Fall, 1977. Three of the schools included in the 30 provided estimates of racial breakdown of student populations. In 1977 a decrease in both black and white populations occurred and an increase in other minorities can be observed. Blacks decreased 2.02 percent; whites 1.12 percent. Other minorities increased 3.14 percent. It should be remembered that these percents do not include two universities which have a combined student population of 1,018 which brings the total student population of the 32 black graduate schools for Fall, 1977, to 18,592.

Figure 7 plots each of the 32 black graduate schools' Fall, 1976 enrollment according to race. Figure 8 does the same for the Fall, 1977 enrollment for 30 of the 32 black graduate schools.

Table 5. Student Population According to Race--Fall, 1976, 1977[1]

	1976		1977	
Race	Number	Percent	Number	Percent
Black	13,143	71.46	12,204	69.44
White	4,109	22.34	3,729	21.22
Other	1,139	6.20	1,641	9.34
Total	18,391	100.00	17,574[2]	100.00
White & Other	5,248	28.54	5,370	30.56

1. 32 Schools reported for 1976; 30 schools for 1977. Three of the 30 schools estimated the racial breakdown.

2. If the 2 schools which did not provide racial data are added to the total for the 30 schools reporting, the total student population for 1977 is 18,592.

Table 6. Mean and Standard Deviation of Number and Percent of Separate Student Populations.

1976	Black		White		Other		White & Other	
	No.	%	No.	%	No.	%	No.	%
Total	13,143	71.46	4,109	22.34	1,139	6.20	5,248	28.54
Mean	410.72	73.72	128.41	21.14	35.59		164.06	26.22
S D	332.85	23.24	166.89	22.67	80.40		186.26	23.28
1977								
Total	12,204	69.44	3,729	21.22	1,641	9.34	5,370	30.56
Mean	406.80	74.38	124.30	19.53	54.70		179.00	25.62
S D	336.63	22.47	167.46	21.55	131.75		212.82	22.47

Figure 7: Percent of Fall, 1976 Enrollment According to Race for 32 Black Graduate Schools

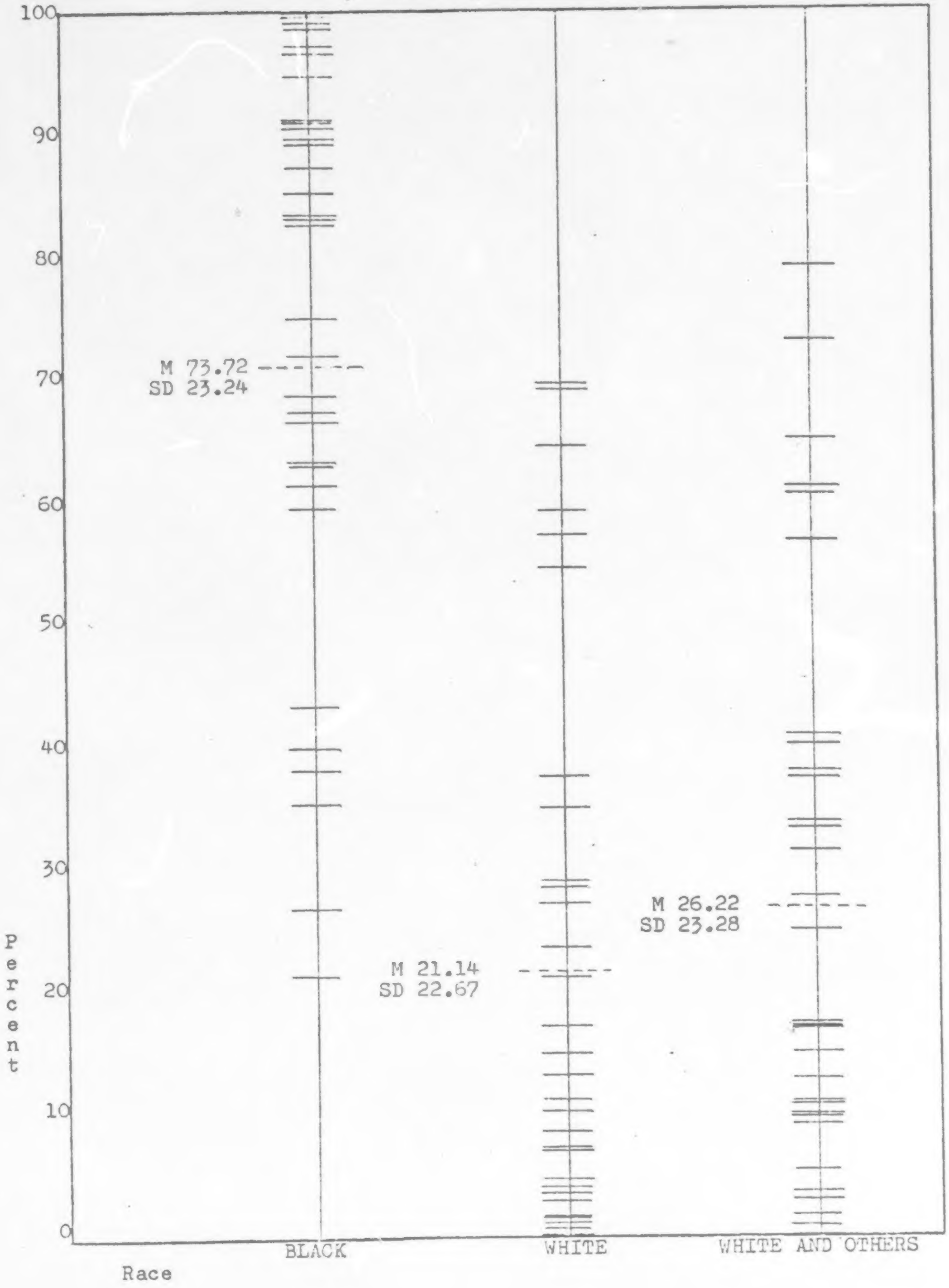
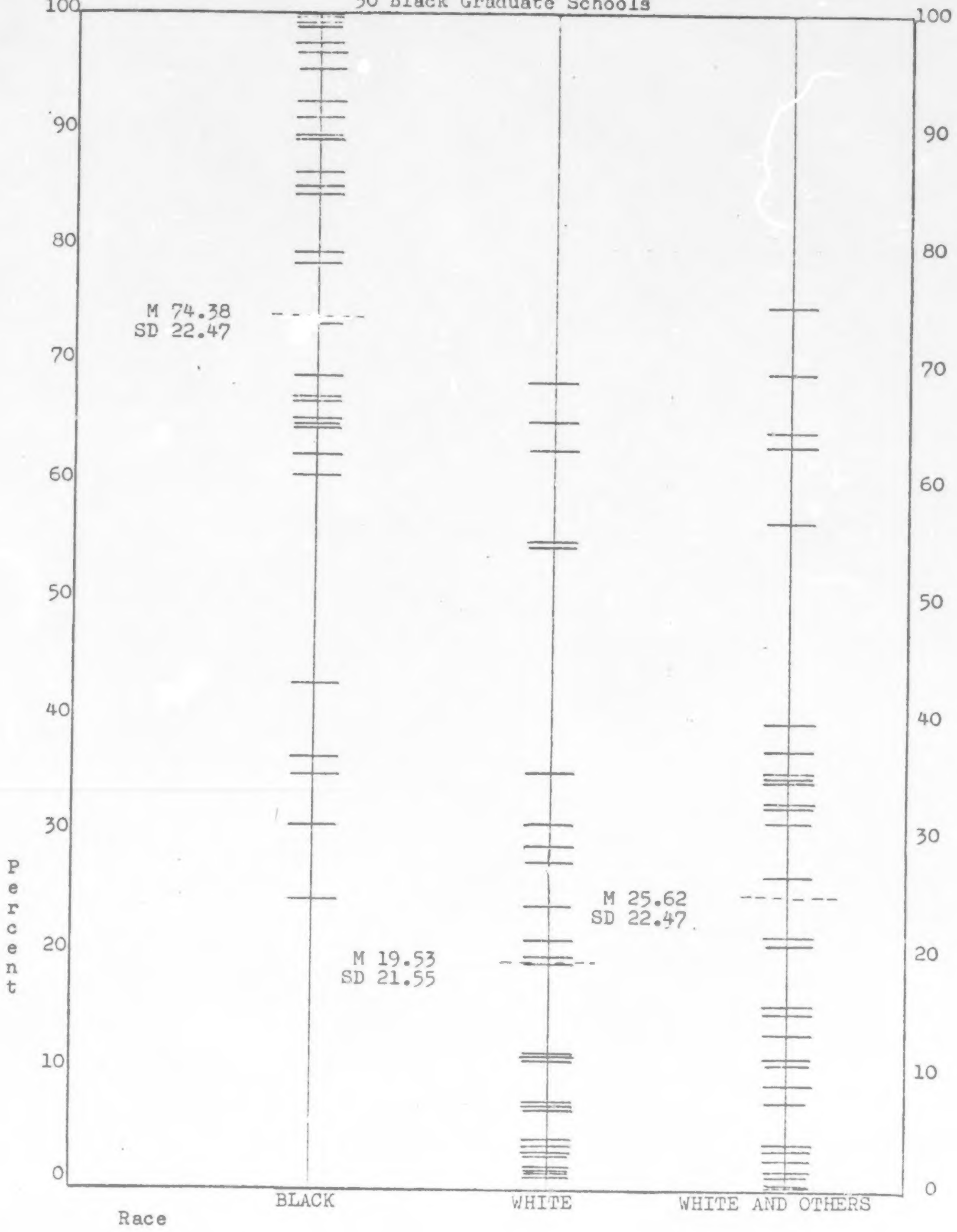


Figure 8: Percent of Fall, 1977 Enrollment According to Race for 30 Black Graduate Schools



When interviewees were asked their opinions on what factors attract white students to the black graduate schools they offered a composite of reasons which included the quality and relevance of the programs offered, geographical proximity to the campus, lower tuition costs, fulfillment of needs in their professional background, the attraction of a smaller college, and the affective factor of "feeling comfortable." This last factor was mentioned by most of the interviewees as one which the white students personally relate to them concerning their educational experience at the black institution.

What contributes to this feeling comfortable? One of the administrators said, "We know what it is like to be in the minority so we, perhaps, are sensitive to the needs of a minority person be he black or white." One of the deans said that black educators had developed a sensitivity to the personal needs of students. Whatever the reasons, the historically black graduate schools have succeeded in attracting, maintaining, and graduating a significant number of other than black students. They have accomplished it without assistance for recruitment and with minimum funding for fellowships.

CHAPTER IV

FACULTY

The implementation of two goals of historically black institutions--the provision of a multicultural learning environment and excellence, quality, research, and scholarly inquiry--is dependent to some extent on characteristics of the faculty. One index of a multicultural environment is the sex and racial composition of the faculty. One index of excellence, quality, research, and scholarly inquiry is the number of doctorates on the faculty, the institutions which granted the degrees, and the range of academic disciplines and professions represented by the degrees. Similar information on the number of alumni of black graduate schools who subsequently earned the doctorate or professional degree is another index of quality and excellence.

Faculty and the Multicultural Environment

Tables 7-1 and 7-2 present data on the sex and race of faculty members in 31 of the 32 black parent institutions.[1] With 64.00 percent of the faculties black and 36.00 percent white and other minorities, the 31 black institutions represent one of the best faculty-integrated groups of institutions of higher education in the nation. Within "other minorities" are Hispanic, Asian, and American Indian faculty members.

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1. Data were not available on one of the 32 historically black institutions.

Table 7-1. Faculties of 31 Black Institutions of Higher Education According to Sex and Race, Fall, 1976. [1]

Race	Male	Female	Total	Percent
Black	2878	2163	5041	64.00
White	1416	816	2232	28.33
Hispanic	49	224	273	3.47
Asian	257	45	302	3.83
Amer. Indian	14	15	29	.37
Total	4614	3263	7877	100.00
White & Other Minorities	1736	1100	2836	36.00

Table 7-2. Mean and Standard Deviation on Faculties of 31 Black Institutions of Higher Education According to Race, Fall, 1976.

Race	Total	Mean	SD
Black	5041	159.97	119.72
White	2232	72.03	55.07
White & Other Minorities	2836	91.48	87.88

Table 8 presents information on the graduate faculties of 27 of the 32 black graduate schools. The percent of integration achieved is similar to that achieved at the institutional level and in the graduate student population.

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[1] The figures for Tables 7-1 and 7-2 were derived from data in the HEGIS Report on Faculty, Fall, 1976.

Table 8. Graduate Faculties According to Race in 27 of the 32 Black Graduate Schools, Fall, 1976.*

Race	Number	Percent	Mean	SD
Black	1212	66.59	44.89	35.17
White	413	22.69	15.88	12.00
Other	195	10.72	7.38	7.46
Total	1820	100.00		
White & Other	608	33.41		

* Two of the 32 black graduate schools have no separate faculties. Two schools reported total faculties only. Data on one school were not available.

If the total of the two schools reporting total faculties only are added to the total number of faculty for the 27 schools, the result is 2,133 graduate faculty members at 29 of the 32 schools.

Total Faculty at 27 black graduate schools	1820
Total Faculty at 2 additional schools	313
Total Faculty at 29 black graduate schools	2133

The mean of the 2133 faculty members in the 29 schools is 73.52 and the Standard Deviation is 56.02.

Distribution of Graduate Faculty in 29 of the 32 Black Graduate Schools

No. of Faculty Members	No. of Schools
217	1
145	1
100 - 119	4
80 - 99	2
60 - 79	5
40 - 59	7
20 - 39	1
5 - 19	8
Total	29

Mean 73.52

SD 56.02

Insofar as the composition of the faculty contribute to the multicultural environment, the black parent institutions and the black graduate schools are fulfilling one of their goals. When the composition of the faculty in the graduate schools is added to the composition of the graduate student population, a multicultural learning environment is provided.

Degrees

The degrees earned by the graduate faculty members cover all academic disciplines and the traditional professions. Graduate faculty members have received the degrees from numerous recognized doctoral granting institutions. Data on the 2,133 faculty members and their degrees are found in Table 9.

Table 9. Faculty Degree Status at 29 Black Graduate Schools

Degree	No. of Faculty	Percent of Faculty
Doctorate	1753	82.18
Masters	334	15.66
Professional	46*	2.16
Total	2133	100.00
Doctorate & Professional	1799	84.34

* Professional degrees are DVM, JD, DDS, and MD. Only the faculty teaching in the graduate schools are counted in the 46 professional degrees.

The percent of doctorates held by faculty at the individual black graduate schools are shown in the distribution scale. Eighteen of the 29 schools have 80 percent or more of the faculty with doctorates.

Percent of Doctorates		No. of Schools
90 - 100		11
80 - 89		7
70 - 79		5
60 - 69		3
50 - 59		3
	Total	29

Doctorates and Professional degrees account for 1,799 of the 2,133 degrees in the 29 black graduate schools.

Percent of Doctorates and Professional Degrees		No. of Schools
90 - 100		13
80 - 89		7
70 - 79		5
60 - 69		1
50 - 59		3
	Total	29

Twenty of the 29 schools have 80 percent or more of the faculty with doctorates or professional degrees.

Alumni of Black Graduate Schools

One index of the productivity of the black graduate schools is the number of master degree alumni who have received a doctoral or a professional degree. No study of the alumni of these schools has been conducted although individual schools have initiated efforts in this direction. The catalogs of the black institutions where some alumni are now teaching comprise a data source for the number of alumni of black graduate schools who have received the doctorate or a professional degree.

Degrees earned and the institutions at which they were earned are noted in 25 catalogs of the 32 institutions. An anlysis of these catalogs provides some evidence of the record of the schools as producers of scholars in a number of academic disciplines. The 25 catalogs list 2,089 faculty members now teaching in the institutions who have received the doctorate, masters, or professional degree from one of 22 black graduate schools.

77 faculty members received the doctorate at one of the black graduate schools.

435 faculty members received a professional degree at one of the black graduate schools.

524 faculty members received the master degree at one of the black graduate schools and subsequently earned the doctorate at another doctoral granting institution, not historically black.

705 faculty members received the masters degree at one of the black graduate schools and are presently engaged in advanced study for the doctorate.

An additional 348 faculty members received the masters degree at one of the black graduate schools but the catalogs make no mention of further study. Several of this number are librarians. There appears to be a dearth of doctorates in library science at the 25 institutions. Another area where doctorates are scarce is social work.

The areas of concentration which appear most frequently among the doctorates who received the masters degree at one of the black schools are the academic disciplines included in the natural sciences. The 25 catalogs mention 22 black graduate schools whose alumni went on to receive the doctorate: Atlanta, Howard, Texas Southern, Tuskegee, Fisk, Prairie View, Southern, Tennessee State, Virginia State, Alabama State, Florida A&M, North Carolina Central, North Carolina A&T, South Carolina State, Alabama A&M, Lincoln University, Hampton, Xavier, Fort Valley State, Jackson State, and Bowie State.[1]

Perhaps the most interesting statistic is the 705 faculty members who received the masters in one of the black graduate schools and are now pursuing doctoral work. The catalogs indicate that this group of faculty members are enrolled at a number of nonblack doctoral granting institutions in the South.[2]

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[1] Other black graduate schools besides the 22 mentioned in the catalogs may have a record of alumni who pursued the doctoral degree but the data source for this group of schools is not available.

[2] The alumni are enrolled at 36 southern institutions. The choice of a southern white university was denied black students in the past when their states paid them to study in northern universities.

Alumni of 22 black graduate schools have studied, or are presently studying, at the following 93 doctoral granting institutions which are located in 35 states and the District of Columbia.

Alabama: Auburn University, University of Alabama

Arizona: Arizona State University

Arkansas: University of Arkansas

California: University of California at Berkeley, UCLA, Stanford University

Colorado: Colorado State University, University of Colorado, University of Denver, University of Northern Colorado

Connecticut: University of Connecticut, Wesleyan University, Yale

District of Columbia: American University, Catholic University, Howard University

Florida: University of Florida, Florida State University

Georgia: Atlanta University, Emory, University of Georgia

Illinois: University of Chicago, University of Illinois (Urbana), University of Northern Illinois, Illinois Institute of Technology, Northwestern

Indiana: Ball State, Indiana University, Purdue University

Iowa: University of Iowa, Iowa State University

Kansas: University of Kansas, Kansas State University

Kentucky: University of Kentucky

Louisiana: Louisiana State University

Maryland: University of Maryland, Johns Hopkins University

Massachusetts: Boston University, Clark University, Harvard University

Michigan: University of Michigan Ann Arbor, Michigan State University, Wayne State University

Minnesota: University of Minnesota

Mississippi: University of Mississippi, Mississippi State University, University of Southern Mississippi

Missouri: University of Missouri (Columbia), St. Louis University, Washington University

Nebraska: University of Nebraska

New Jersey: Princeton University, Rutgers

New York: Adelphi University, Columbia University, Teachers College Columbia University, Cornell University, CUNY - Queens, New York University, SUNY - Buffalo, Syracuse University

North Carolina: University of North Carolina (Chapel Hill), (Durham)

Ohio: Bowling Green, Ohio State University

Oklahoma: University of Oklahoma, Oklahoma State University

Pennsylvania: Carnegie-Mellon, Pennsylvania State University, University of Pennsylvania, University of Pittsburgh, Temple University

South Carolina: University of South Carolina

Tennessee: University of Tennessee, Peabody, Vanderbilt University

Texas: University of Texas, University of North Texas, Texas A&M, Texas Women's University, Rice University, Texas Christian, Texas Southern University, Baylor University, University of Houston

Utah: University of Utah

Virginia: Virginia Polytechnical College, University of Virginia, William & Mary

Washington: Washington State University

West Virginia: University of West Virginia

Wisconsin: University of Wisconsin (Madison)

The data presented in this chapter thus far can be summarized in five points.

1. The racial composition of the faculty of the black graduate and the parent institutions help to provide a multi-cultural environment at the institutions.

2. 82.18 percent of the graduate faculties in 29 of the 32 schools possess the doctorate; 84.34 percent possess the doctorate or a professional degree.

3. Considered individually, 62 percent of the graduate schools (18/29) have graduate faculties in which 80-100 percent of the faculty possess the doctorate; 69 percent of the schools (20/29) have graduate faculties in which 80-100 percent of the faculty possess the doctorate or a professional degree.

4. Master degree alumni of Black Graduate Schools have pursued doctoral work in a variety of academic disciplines and in numerous universities throughout the nation.

5. Younger faculty members with a masters degree from one of the Black Graduate Schools are pursuing doctoral work at universities in the South as well as in other regions.[1]

When the deans of the black graduate schools were requested to list the three most positive aspects of the graduate school, each of them mentioned the quality or commitment of the faculty. The data presented in the preceding section of this chapter sheds light on the quality which the faculty have brought to the educational enterprise at the schools. The last section of the chapter addresses the salaries of the faculty. The data on salary suggest that commitment of the faculty is indeed present on the campuses of the 32 institutions.

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[1] Thirty-eight (38) percent of the doctoral granting institutions listed in pp. 70-71 are located in the South.

Salary

The salary range in black institutions assumes importance for attracting and retaining faculty who combine scholarship, teaching ability, and service to the community.[1]

Table 10 lists the salaries of faculty members at 31 of the 32 black institutions. The national average salaries are $17,524 for a 9 months contract and $21,000 for an 11/12 months contract. Within the 31 institutions at least 72.42 percent of faculty salaries on the 9 months contract and at least 58.96 percent on the 11/12 months contract fall below the national average.

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[1] The quality of library, laboratory, and research resources, the institutional priority on research, and the academic environment are additional factors which black institutions must offer for the attraction and retention of faculty.

Table 10. Salaries of Faculty Members at 31 Black Institutions, Fall, 1976.*

	9 Mos. Contract		12 Mos. Contract	
Salary Range	No. of Faculty	Percent	No. of Faculty	Percent
Below $ 7500	95	1.56	25	1.59
$ 7500-$ 9999	532	8.72	45	2.86
$10000-$12999	1921	31.48	221	14.06
$13000-$15999	1871	30.66	325	20.67
$16000-$18999	1054	17.27	311	19.78
$19000-$24999	518	8.49	427	27.16
$25000-$29999	99	1.62	134	8.52
$30000	13	.21	84	5.34
Total	6103		1572	

*HEGIS Report on Faculty, Fall, 1976. EEOC Form 221 5/75.

National Average 9 mos. contract: $17,524
National Average 11/12 mos. contract: $21,000

An attempt was made to compare the national average salaries according to rank with the average salaries in the 32 institutions. Data on salary according to rank were available for 29 of the 32 institutions. Problems in the data prevent strictly accurate figures but they do not distort the general overview of the differential of national salaries and salaries in the 29 black institutions.[1]

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[1] Besides the 3 schools for which data are not available, problems of privacy prevented utilizing data in those salary brackets which account for only one or two faculty members. The case occurs more often in the 11/12 months contract salary brackets than in those of the 9 months contract salaries. The number of cases necessitated dropping the 11/12 months contract salary schedule. What is reported in Table 11 is 9 months contract salary schedule only, a schedule with comparatively few cases of privacy.

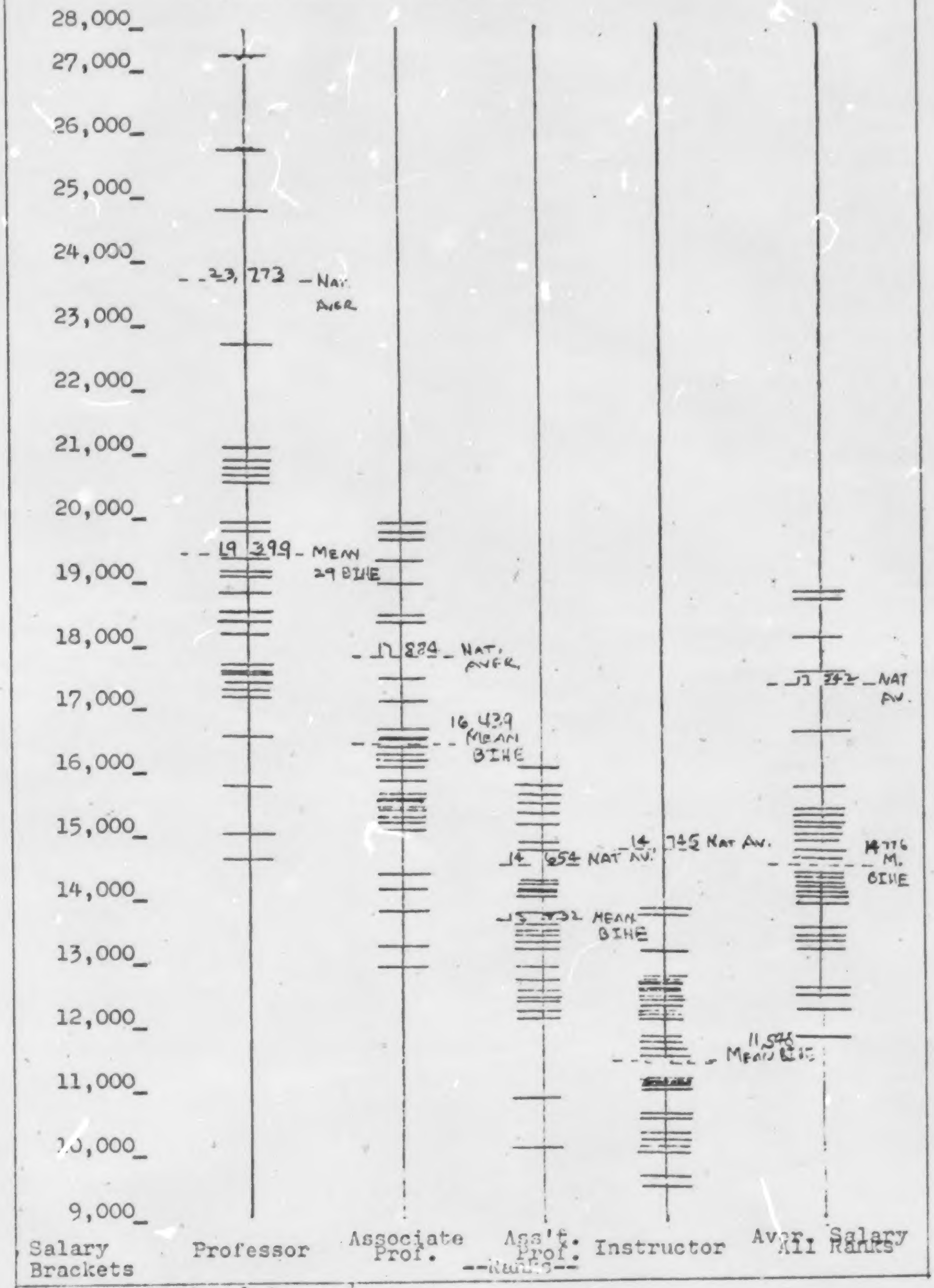
Table 11. National Averages and Mean Salaries of 29 Black Institutions According to Rank for 9 Months Contracts, 1976.

Rank	National Average	Mean--29 Black IHE	Difference
Professor	$23,773	$19,399	$4,374
		Range: 14,846-27,117	
Associate Professor	17,884	16,430	1,454
		Range: 13,277-19,973	
Assistant Professor	14,654	13,832	822
		Range: 10,272-16,110	
Instructor	14,745	11,548	3,197
		Range: 9,598-13,795	
Average All Ranks	17,524	14,776	2,745
		Range: 11,862-18,742	

Source: NCES OE Form 2300-3 3/76. The average salary in the 29 black IHE was arrived at by adding the total salary outlay for men and for women in each rank and dividing by the total number of men and women in the category. Salaries in one institution which has 11/12 months contracts only were adjusted to the equivalence of 9 months salary contracts.

Figure 9 represents the average salary according to academic rank for each of the 29 institutions.

Figure 9. Average Salaries According to Academic Rank for 29 Black Institutions, 1976.



NA = National Average
ABS = Average 29 IHE

Source: NCES OE Form 2300-3 3/76.

It is evident that an area of need in the 29 institutions is salary increases in the ranks of professor, associate professor, and instructor. In the rank of assistant professor, where the salary difference is less than $1,000, only 8 of the institutions are in the fiftieth percentile or above.

The attraction and retention of faculty who combine scholarship, teaching ability, and service to the community depends on a number of factors of which salary is one. The academic and community environment, the institutional priorities on scholarship and research, and the availability of resources are other important factors.

The evaluation, both of the multicultural environment and excellence, quality, research, and scholarly inquiry, requires indepth study beyond what is attempted in this chapter. Within the limits of the data sources it appears that the faculty of the Black Graduate Schools and the parent institutions contribute to providing a multicultural learning environment.

The number of doctorates covering a range of academic disciplines, the institutions at which they were earned, and the level of problems addressed by the theses produced, together provide some evidence of excellence, quality, and research present in the schools. The number of alumni of Black Graduate Schools who have earned the doctoral degree is one piece of evidence for quality of the masters degree programs in the schools. The fact that a number of these alumni return to black institutions to teach attests to a belief in the goals of the schools and a degree of success of the institutions in passing on to alumni their tradition and emphasis on service.

CHAPTER V

PROGRAMS AND PLANS

Graduate academic programs offered in the 32 Black Graduate Schools cover a variety of disciplines and specialties. The 32 schools offer a total of 330 masters degree programs and 35 doctoral programs. This chapter lists the parent programs of the schools and the program plans and projections.[1]

Table 12 lists the academic disciplines, the number of programs in the disciplines, and the number of schools which offer the programs.[2] Table 13 lists the specialties within the disciplines.[3]

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[1] The question of program plans and projections was addressed to the interviewees and the result of the responses are presented here.

[2] For programs in education with a major in an academic discipline, the HEGIS form directs that the listing be placed under the discipline and not under education. Table 12 contains 44 instances which come under this rubric: biological sciences (1); foreign languages (1); letters (6); math (14); physical sciences (11); and social sciences (11). All other education programs are listed under education.

[3] Because of the spread of specialties in education a special table, table 13-1, for specialties in the field is provided.

Table 12. Graduate Programs in Academic Disciplines in 32 Black Graduate Schools.[1]

Discipline	No. of Programs	No. of Schools Offering Programs
Agriculture & Natural Resources	13	5
Architecture & Environmental Design	7	6
Area Studies	2	2
Biological Sciences	43	21
Business & Management	24	11
Communications	10	7
Computer & Information Sciences	4	3
Engineering	7	3
Fine & Applied Arts	8	4
Foreign Languages	14	8
Health Professions	9	7
Home Economics	7	5
Letters	19	13
Library Science	9	6
Mathematics	20	13
Military Science	0	0
Physical Sciences	28	14
Psychology	26	14
Public Affairs & Services	19	9
Social Sciences	55	19
Interdisciplinary Studies	4	4
Other	2	2
Total	330	

---

1. Education is excluded.

A rank order of programs from highest number to lowest shows Education and Social Sciences at the top with Biological Sciences, Physical Sciences, and other disciplines following. Table 12-1 shows:

1. The disciplines with the highest number of programs;
2. The programs offered at the largest number of schools;
3. The combination of (1) and (2); and
4. The disciplines with the lowest number of programs and in the smallest number of schools.

If the clusters of disciplines and specialties formed from 1-4 above are considered against the disciplines and specialties in which there are few blacks the table 12-1 can be useful. With the exception of Education, disciplines in ranks 2 to 10, which appear in 25 percent or more of the schools, include areas where few blacks are employed. At the lower end Computer and Information Sciences, Engineering, Architecture and Environmental Design, Health Professions, and Communications, of which there are few programs in the schools, are also low nationally in representation of blacks. Of interest is the fact that as a group the 32 black schools have graduate programs in all the academic disciplines excepting military sciences.

Table 12-1. Rank Order of Graduate Programs in 32 Black Graduate Schools

	Discipline	No. of Programs	No. of Schools
1.	Education	177	28
2.	Social Sciences	55	19
3.	Biological Sciences	43	21
4.	Physical Sciences	28	14
5.	Psychology	26	14
6.	Business & Management	24	11
7.	Mathematics	20	13
8.	Public Affairs & Services	19	9
9.	Letters	19	13
10.	Foreign Languages	14	8
11.	Agriculture	13	5
12.	Communications	10	7
13.	Health Professions	9	7
14.	Library Science	9	6
15.	Fine & Applied Arts	8	4
16.	Architecture	7	6
17.	Engineering	7	3
18.	Home Economics	7	5
19.	Computer & Information Sciences	4	3
20.	Interdisciplinary Studies	4	4
21.	Area Studies	2	2
22.	Other	2	2
23.	Military Science	0	0
	Total	507	

Table 13 presents specialties in the academis disciplines. Table 13-1 lists the specialties in education.

Table 13. Graduate Program Specialties in Academic Disciplines in 32 Black Graduate Schools

Discipline	Specialty & No. of Programs
Agriculture & Natural Resources	Agronomy (3)
	Soils Science (1)
Total: 13	Animal Science (3)
	Horticulture (1)
	Agri-Economics (2)
	Agri-Business (1)
	Food Science & Technology (2)
Architecture & Environmental Design	Architecture (1)
	City, Community & Regional Planning (4)
Total: 7	Urban Studies (2)
Area Studies	American Studies (1)
Total: 2	Area American Studies (1)
Biological Sciences	Biology (General) (19)
Total: 43	Botany (1)
	Zoology (1)
	Pharmacology (3)
	Physiology (2)
	Microbiology (4)
	Anatomy (1)
	Biochemistry (2)
	Molecular Biology (1)
	Ecology (1)
	Entomology (1)
	Genetics (1)
	Nutrition, Scientific (1)
	Toxicology (1)
	Environmental Science (2)
	Biomedical Sciences (1)
	Education Major (1)

Discipline	Specialty & No. of Programs
Business & Management Total: 24	Accounting (2) Finance (3) Business Management & Administration (14) Operations (1) Marketing (3) Transportation (1)
Communications Total: 10	Communications (General) (3) Journalism (1) Radio/Television (1) Communication Arts (1) Communication Sciences (1) Media Technology (1) Special Communications (2)
Computer & Information Sciences Total: 4	Computer Sciences (General) (3) Systems Analysis (1)
Engineering Total: 7	Engineering (General) (1) Civil Engineering (1) Electrical Engineering (2) Mechanical Engineering (2) Nuclear Engineering (1)
Fine & Applied Arts Total: 8	Fine Arts (General) (1) Art (Performance) (1) Art History (2) Music (Performance) (2) Musicology (1) Dramatic Arts (1)
Foreign Languages Total: 14	Foreign Languages (General) (2) French (5) German (2) Spanish (2) Russian (1) French Speaking Africa & Caribbean (1) Education Major (1)

Discipline	Specialty & No. of Programs
Health Professions Total: 9	Nursing (1) Public Health (1) Special Pathology & Audiology (3) Mental Health (1) Public Health Nutrition (1) Public Health Education (1) Communication Disorders (1)
Home Economics Total: 7	Home Economics (General) (1) Clothing & Textiles (1) Family Relations & Child Development (1) Foods & Nutrition (4)
Letters Total: 19	English (General) (9) English Literature (2) Linguistics (2) Education Major (6)
Library Science Total: 9	Library Science (General) (1) Library Media (4) Public Library Service (1) Special Library Service (1) School Library Service (1) Academic Library Service (1)
Mathematics Total: 20	Mathematics (General) (6) Education Major (14)
Military Sciences Total: 0	
Physical Sciences Total: 28	Physics (4) Chemistry (10) Earth Sciences (1) Industrial Chemistry (1) Geographical Sciences (1) Education Major (11)

Discipline	Specialty & No. of Programs
Psychology Total: 26	Psychology (General) (5) Clinical Psychology (6) Counseling Psychology (8) Social Psychology (2) Community Psychology (1) Human Services Counseling (1) Family Counseling (1) Psycotherapy (1) School Psychology (1)
Public Affairs & Services Total: 19	Public Administration (2) Social Work (2) Law Enforcement, Corrections (1) Public Affairs (3) Rehabilitative Counseling (3) Management Development (1) Personnel Administration (1) Human Resources Administration (1) Crime & Delinquency (1) Criminal Justice Administration (1) City Management (1) Public Policy & Financial Administration (1) Urban Affairs (1)
Social Sciences Total: 55	Social Sciences (General) (9) Anthropology (3) Economics (5) History (10) Geography (2) Political Science (4) Sociology (9) Applied Social Sciences (1) Social Gerontology (1) Education Major (11)
Interdisciplinary Studies Total: 4	Black Studies (1) Alcohol & Drug Studies, Toxicology (1) General Science (1) Life Sciences (1)
Other Total: 2	Veterinary Science (Masters in) (1) Philosophy (1)

Total: 330

Table 13-1. Graduate Program Specialties in Education at 28 Black Graduate Schools.[1]

Rank	Specialty	No. of Programs	No. of Schools Offering Specialty
1.	Student Personnel (Guidance & Counseling)	22	22
2.	Elementary	20	20
3.	Administration/Supervision	20	20
4.	Special Education	17	17
5.	Pre Elementary	13	13
6.	Reading	13	6
7.	Adult & Continuing	11	11
8.	Health & Public Education	9	9
9.	Business & Distribution	9	9
10.	Music	9	9
11.	Industrial Arts, Vocational	7	7
12.	Agricultural Education	7	7
13.	Home Economics Education	5	5
14.	Curriculum & Teaching	4	4
15.	Art Education	4	4
16.	Education Psychology	3	3
17.	Education Technology	3	3
18.	Urban Education	1	1
	Total	177	

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[1] Four of the schools have no graduate program in education--Norfolk State College, Meharry Medical College, Kentucky State University, and Fisk University.

The last two tables indicate the potential of the schools in terms of offerings at the masters level. Doctoral programs include 23 at Howard University, 5 at Atlanta University, 3 at Meharry Medical College, and 4 at Texas Southern University.

Howard University: Africal Studies, Anatomy, Biochemistry, Chemistry, Communication Arts and Sciences, Economics, Education, electrical Engineering, English, Genetics and Human Genetics, History, Mathematics, Mechanical Engineering, Microbiology, Nutrition, Pharmacology, Physics, Physiology, Political Science, Psychology, Sociology and Anthropology, Romance Languages, and Zoology.

Atlanta University: Biology, Chemistry, Political Science, Education (Administration and Supervision, and Guidance and Counseling).

Meharry Medical College: Microbiology, Pharmacology, and Biochemistry.

Texas Southern University: Education (Counselor Education, Educational Administration, Curriculum and Instruction, Higher Education--Junior and Community Administration).

Program Plans and Projections

Table 14 lists the program projections gathered from interviewees. At the time of the interview individual programs were at different stages: approved by academic council, graduate council, and university board; approved by state board; returned to university by state board for modification; or approved in full.

The outlook of the interviewees in their projections for plans was marked generally by optimism. In some cases the institutions are strategically located--the only institution offering particular graduate programs in a geographical area. In all cases the clientele was available. One higher administrator remarked, "We could fill every graduate school student slot right now if we were able to offer fellowships or assistantships." In other cases the need to improve resources--library, equipment and research capability--was noted.

The present and projected programs depend on the resources of the institution and the urgency with which the needs of the 32 schools are supplied. The resources and needs are addressed in the next chapter.

New or modified masters level programs planned or projected for Black Graduate Schools can be subsumed under 16 of the 22 academic disciplines in the HEGIS listing.

Table 14. Masters Level Programs Planned or Projected for Black Graduate Schools.

Discipline	Planned or Projected Programs
Agriculture & Natural Resources (1)	Agricultural Economics (1)
Architecture & Environmental design (1)	City Planning (1)
Biological Sciences (2)	Biological Sciences (1)
	Biomedical Sciences (1)
Business & Management (8)	MBA Programs (8)
Communications (4)	Communications, General (1)
	Mass Communications (2)
	Media Arts & Journalism (1)
Computer & Information Sciences (1)	Computer Science (1)
Education (5)	Vocational Education (1)
	Reading (1)
	Special Education (1)
	Early Childhood (1)
	Higher Education (1)
Engineering (5)	Engineering (3)
	Industrial Engineering (1)
	Engineering Technologies (1)
Fine & Applied Arts (1)	Music (1)
Health Professions (5)	Health Sciences (1)
	Nursing (2)
	School Health (1)
	Allied Health Sciences (1)
Mathematics (1)	Mathematics, General (1)
Physical Sciences (1)	Physics (1)
Psychology (4)	Psychology (1)
	Applied Psychology & Alcoholism (1)
	Community Psychology (1)
	Counseling Psychology (1)
Public Affairs & Services (5)	Public Administration (3)
	Public Affairs (1)
	Rehabilitative Counseling (1)

Discipline	Planned or Projected Programs
Social Sciences (8)	Political Science (1) Environmental Economics (1) Economics (2) Sociology (2) Gerontology (2)
Interdiciplinary Studies (5)	Urban Affairs (2) Criminal Justice (1) Law Enforcement Administration (1) Administration & Management (Criminal Justice & MBA components) (1)

Planned or projected PH.D. programs include: Biological Sciences (2), Communications (1), Chemistry (1), and joint doctoral programs with an historically white institution.

Three characteristics were common to responses on program plans. One was the thorough and systematic approach to the institutional decision regarding a new or modified program. The description of the approach and the follow-up on the decision reflected application of management techniques. The second characteristic is a corollary of the application of the management technique of goal setting, objectives, and implementation. Interviewees, without being questioned, spontaneously stated the goal of service in the community or state and how they saw a particular program as its implementation in this context. The third characteristic which was reflected in the responses was optimism. The light in which the program plans were viewed might have been a result of the first two characteristics. Whatever the reason, it was in contrast to the sobering tones of retrenchment from state boards.

An integral part of present and future programs is the field component. Internships and field settings in agencies associated with teacher education, social work education, or similar professions have supplied the practice components of theoretical background. Field settings, as described in the catalogs and literature of the 32 schools and in the interviews conducted, go beyond the traditional agencies and the traditional time of practice.

Field experiences in many of the 32 schools are expanded to include a variety of settings where the future professional will engage in practice. In the sciences or science related occupations, opportunities in a number of companies, in research, in practice, and in professional gatherings are provided. In education, whether the student is a major in education or in an academic discipline, opportunities for practice go beyond the classroom to the numerous settings where education is conducted in today's world. Additionally, the emphasis on service in the black institutions and the number of service-oriented organizational structures associated with the institutions encourages and provides immediate settings for practice.

Along with flexibility of place for field settings is flexibility of time. It appears that the notion of time practice in the programs has been expanded to include "real world" experiences all during a program and not only as a terminating activity.[1]

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[1] The data on expansion of place and time of field settings and the observation of common characteristics of program plans and projections are insufficient for analysis of probable causes.

It would be interesting to hypothesize: (1) what effect federally funded programs had on the institutional behavior in these areas; and (2) to what degree the emphasis on community service in the black institutions affected the outcome.

CHAPTER VI

RESOURCES AND NEEDS[1]

Two clusters of common characteristics of the Black Graduate Schools and the parent institutions evolved from the unique history and the special mission, purpose, goals, and objectives. Present resources of the 32 schools are related to the cluster of positive characteristics and to continuing efforts to compensate for negative ones. The value orientation toward service, demonstrated faith in the dignity and potential of students, expectations of leadership, provision of a multicultural setting for learning, matching of educational needs of students and the needs of the local and the expanding circle of community, personnel, supportive interaction in a comparatively small, intimate school environment, the opportunity for a second chance and continuing efforts to overcome financial handicaps are characteristics of the schools to which the resources of the schools are related.

The present needs of the 32 schools are related to the handicaps under which the schools developed during a history of invisibility and financial deprivation. The needs include public relations for making the graduate schools and their accomplishments known and "catch up" aid. Students, faculty, programs, and identified institutional factors reflect at once the resources of the 32 schools and the needs to be filled if the productivity of the schools is to be maximized.

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[1] Some data for this chapter has been presented in preceding ones. Other data sources include the interviews, lists of contributing and inhibiting factors which affect the 32 graduate schools, and initial analyses of some fiscal factors of the institutions. The source of the fiscal data is "Financial Statistics of IHE for Fiscal Year Ending 1977", NCES Form 2300-4, 3/77.

Students

In numbers, in multicultural mix, and in academic quality, reflected in admission and retention requirements and the pieces of evidence on theses produced and the number of graduate school alumni who earn doctoral degrees, students comprise the most important resource of Black Graduate Schools. Enrollments have increased each year and trends indicate a continuing increase.

All interviewees mention fellowships and assistantships as the first need of students in the 32 schools. The low percent of research grants awarded the school is also mentioned, since these grants may include research assistantships for graduate students.[1] The amounts of work study money in a few individual schools may be substantial but the amounts in most schools and the overall amount are low.[2] The average part time student who is fully employed, and most likely adds to his family and home expenses the expense of graduate study, has neither the time nor the money to finance full time study. Although serious research is engaged in by students, full time study is an accepted condition for research.

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[1] In 1976 no Black Graduate School was included in the first 100 institutions receiving research grants.

[2] Source: Deans of Black Graduate Schools.

Deans' Listings[1]

Contributing Factors: High caliber of students, eager (6); variety of backgrounds, enrollment increase in all age and race groups, ready supply of students (3); outstanding and interested alumni--good recruiters (6); institutional graduate assistantships (1); research of students (1); interested in graduate study at small, black institution (1); utilization of graduates by agencies and organizations because of graduate school's close collaboration with agencies (1).

Inhibiting Factors: Financial support in general, lack of graduate assistants, fellowships, level of state and federal funding, insufficient or no funding for recruitment (27); preponderance of part time students--need for more full time (3); lack of support facilities (3); restrictive admission policies (1); not well prepared or motivated (1).

Faculty

Insofar as scholarship is reflected in doctoral degrees, the institutions at which they were earned, and the range of disciplines in which the degrees were awarded, the 32 schools have an important resource in their faculty. Insofar as the new student requires sensitive understanding and additional advisement, committed faculty are an indispensable resource. Faculty, like the graduate students, contribute to a multicultural environment because of racial and sex composition. The factor of minorities other than black enriches the black-white mix.

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[1] The deans of the 32 Black Graduate Schools were asked to list 3 contributing and 3 inhibiting factors to advancement of quality graduate programs at their individual institutions. Thirty deans replied. The responses fell into categories of students, faculty, programs, and institution/graduate school.

An assumption on commitment of faculty can be made when instructors remain at a black institution notwithstanding lower salary scales in many of the schools. This refers especially to black scholars who are being sought by white institutions.

Needs of faculty touch on:

1. Resources and space for research and work;[1]
2. Salary increases;
3. Release time for writing proposals;
4. An understanding by state boards that special needs of students and carrying out of positive characteristics of the schools demands time of faculty outside of teaching (FTE does not truly reflect work of faculty);
5. Exchange of faculty between the Black Graduate Schools and white institutions and exchange among black schools.

Deans' Listings

Contributing Factors: Quality of faculty (19); dedication to students (6); enthusiasm, dedication of overworked, underpaid faculty (1); strength in research (5); strength in teaching (1); quality of student advisement (1); in-service training for graduate faculty (1); heavy reliance on resident faculty (1).

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[1] Institutional needs that affect faculty are library and school facilities, shortage of space, old buildings in need of repair, and inadequate secretarial and clerical assistance.

Inhibiting Factors: Faculty loads (1); insufficient funding and faculty release time for research (5); insufficient funding for graduate faculty (4); faculty salary scale noncompetitive (1); imbalance of faculty placements in departments which have graduate programs (1); experience, will of faculty (2).

Programs

In addition to the 35 doctoral programs, a total of 330 non-education specialties and 177 education specialties on the masters degree level are offered at the 32 Black Graduate Schools. Although all the programs are yet to be maximized for furthering the graduate education of minorities, the potential is there, that is, the program structure, the faculty, and the availability of students.[1]

Program plans continue to be based on examination of needs of clientele and community. Field experiences include nonschool settings where education is occurring. The many institution-sponsored community programs are other settings where theory can be practiced and practice can modify theory.

Program needs include:

1. Library, laboratory, and research resources;
2. Release time for planning;
3. Attraction of visiting scholars to programs;
4. Exchange of scholars between institutions with similar or complimentary programs;

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[1] One administrator said, "We could fill every student slot in the graduate school programs if we had funding for assistantships and fellowships."

5. Institutional aid and minority fellowships for terminal degree programs in Black Graduate Schools; and
6. Institutional aid and minority fellowships for masters level research oriented degree programs to be followed by doctoral study.

Deans' Listings

Contributing Factors: Variety of programs (3); variety of valuable internships (3); number of grants (2); outstanding academic programs (3); requirement of research projects, maintenance of seminar paper/thesis requirement, academic standards, attention to quality from beginning, strong liberal arts tradition (6); flexibility of offerings, evening classes (2); freedom in developing programs (1); some research funds for programs (1).

Inhibiting Factors: Low level of state support in general (1); failure of state to approve new programs (2); failure of state to fund programs adequately (2); restrictive state education coordinating councils interested in maintaining academic status quo (2); school late arrival in graduate education (1).

Institution/Graduate School

Deans' Listings

Contributing Factors: Administration's commitment to graduate programs (8); administration's commitment to excellence (3); strong graduate council (2); graduate school separate organizational entity with own faculty (1); location in metropolitan area rich in cultural and educational opportunities (5); good relations with white institution in area (1); adequate physical equipment (2); adequate facilities, resources, support services (2); library holdings (2); cooperation between faculty and administrators (1).

Inhibiting Factors:

Funding: Inadequate laboratory equipment (2); inadequate physical facilities (1); inadequate funding in general (3); inability to compete with white IHE's in offering assistance to students (1); refusal of government and private agencies to award fair share of grants and contracts to us (2).

State: State limitations on faculty hiring (1); state formula for library financing (1); level of state (and federal) funding (1).

Budget: Continuing budgets lacking funds for growth (1).

Board: Divided board regarding graduate programs and research (1); philosophy of board (1); no decision by board of trustees on advancement of graduate programs (1).

Administrator: Problems of visibility at national, international level (1); image of institution (1); orientation to undergraduate school and consequent lack of institutional/administrative support for graduate programs (1); inadequate library holdings (5); inadequate financial resources to support first rate laboratories (1); limited material resources (1); no separate graduate faculty (2); graduate school's governance and administration too diffused (1); limited physical space (1); limited clerical assistance (1).

An examination of the listings of contributing and inhibiting factors shows that the perceptions of the deans come close to some of the findings of the data. The number of factors for students, faculty, programs, and institution/graduate school are presented. A surprisingly high number of inhibiting factors (31) for institution were offered. Further analysis of these factors shows that 21 of the 31 are rooted in inadequate funding. Eight of the factors are intrainstitutional problems and 2 are problems of visibility.

	Number of Contributing Factors	Number of Inhibiting Factors
Students	19	35
Faculty	35	14
Programs	21	8
Institution/Graduate School	27	31

Institutional Fiscal Factors

The Black Graduate Schools and their ability to offer quality graduate programs is directly related to the fiscal state of the parent institutions and to indications of their future financial stability. No definitive indicators exist which accurately describe the financial health of institutions of higher education. An attempt was initiated to identify a number of variables (table 15) which, hopefully, might provide some indications of the financial state of the black institutions which have graduate schools.[1] From the base financial data a few unsophisticated statements are offered which are at once obvious. A multivariate analysis and a cluster analysis were run on the identified variables. Findings from these efforts are reported.[2]

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[1] Just as statistical data do not reveal all the characteristics of the institutions but content analysis, observation techniques, and similar nonstatistical methodologies must be employed, financial facts do not always reveal the fiscal resources and needs of the institutions and additional methods must be employed. Data on the physical plants in the 32 institutions are available but they should be viewed with caution. Old buildings, in need of repair but still utilized in the teaching function, do not appear in the data but affect the present and future fiscal state of the institutions. In another area money spent on instruction in which FTE plays a big part does not reveal the additional expectations and time of an instructor in a black school where many students have particular needs. The fiscal data is for one year only and may give an incrrect view of an overriding trend. Data for variables are not available for some institutions, especially for public institutions in the sections D & E, "Indebtedness on Physical Plant" and "Details of Endowment."

[2] Pages 106-111 are the report of the consultant, Steve Welsh.

Table 15. Fiscal Variables.[1]

A1/A20-16	Tuition & Fees/Total Current Funds Revenues-Sales of Auxiliary Services
A2/A20-16	Federal Appropriations/do
A3/A20-16	State Appropriations/do
A5-10/A20-16	Government Grants and Contracts/do
A5-12/A20-16	Government & Private Grants & Contracts/do
A11+12/A20-16	Private Gifts, Grants/do
A13+14/A20-16	Endowment Income/do
B1/B12	Instruction/Total Educational, General Expenditures
B2/B12	Research/do
B3/B12	Public Service/do
B1-4/B12	B1+2+3+Academic Support/do
B5/B12	Libraries/do
B9+10/B12	Scholarships and Fellowships/do
100-D4/C1+2+3	100-Balance on Principal (Physical Plant Indebtedness)/Physical Plant Assets
D5/D4	Interest Payments on Plant Indebtedness/Balance owed on Principal
D5/A20	Interest Payments/Total Current Funds Revenues
D3/D4	Payments Made on Principal During Year/Balance Owed on Principal
E7/E6	Endowment Yield/Value of Endowment End of Year
A16-B14	Revenues Auxiliary-Enterprises Expenditures Auxiliary Enterprises
A3/B1-4	State Allocations/Instruction + Research +Public Support + Academic Support
A3/B12	State Allocations/Total Education General Expenditures
A20-B19	Total Current Funds Revenues-Total Current Funds Expenditures

Table 15. Fiscal Variables (Contd.)

C1+2+3	Land+Buildings+Equipment (Total 32 schools)
A20	Total Current Funds Revenues (Total 32 schools)
A3	State Appropriations (Total 32 schools)
B5	Libraries (Total 32 schools)
B9+10	Scholarships & Fellowships (Total 32 schools)

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1. See Appendix D for copy of NCES Form 2300-4, 3/73.

Base Financial Data

In this section the resources and needs of the 32 institutions are presented in terms of cumulative assets or deficits.[1]

1. Land, Building, Equipment (C1+2+3). The institutions have physical plants with a total book value of $992,179,777.

Private	Public	Total
$302,646,336	$689,533,441	$992,179,777

A number of the institutions owe 50 percent or more of the assets.[2]

	Private (6 IHE)	Public (18 IHE)
Range	39.12 - 88.85	26.73 - 97.65
Mean	64.50	76.69
SD	17.89	19.28

2. Endowment--Book Value (A13+14). Five of the 7 private institutions have individual endowments larger than the total 12 public institutions.

Private (7 IHE)	Public (12 IHE)	Total (19 IHE)
$99,651,832	$8,866,692	$108,518,324

3. State Allocations. The total allocations of the states amounts to $151,872,900. If we add to it the federal and local public funds allocations to Howard University and Federal City College, both located outside of states, the amounts increase to $233,963,193.

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[1] The amounts represent 32 schools or all private and all public schools unless otherwise indicated.

[2] The formula for ownership is 100-D4/C1+2+3. Data for D4 on one private institution and 7 public institutions were not available.

Private (6 IHE)	Public (24 IHE)	Total	
$ 1,220,781	$156,652,119	$157,872,900	(30 IHE)
H.U. 55,995,244	F.C.C. 20,095,049	76,090,293	(2 IHE)
	Total 32 IHE	$233,963,193	

4. Instruction, Total Educational, and Total Expenditures (B1+12+19). About 40 percent of total educational expenditures and about 30 percent of total expenditures are spent on instruction.

	Private	Public	Total
B1	$ 64,980,700	$118,648,734	$183,629,434
B12	157,074,030	295,716,979	452,791,009
B19	219,318,622	364,280,552	581,599,174
B1/B12	40.12	41.37	40.56
B1/B19	29.90	32.57	31.57

5. Total Revenues, Total Expenditures (A20-B19). The public institutions produced a profit; the private institutions, a deficit.

	Private	Public	Total
A20	$212,760,635	$375,842,964	$588,603,599
B19	217,318,622	364,280,552	581,599,174
	-$ 4,557,987	$ 11,562,412	$ 7,004,425

6. Revenues and Expenditures of Auxiliary Enterprises (A16-B14). The deficit in auxiliary enterprises in the private institutions is equal to about one-half of the total deficit of the same institutions. Five private institutions and 11 public institutions lost in auxiliary enterprises.

	Private	Public
A16-B14	-$2,097,541	$145,292

7. Libraries. Libraries in black institutions continue to be underfunded. Florida A&M and Howard University each spent over $2,000,000 on their libraries. Federal City College spent over $1,000,000. If these amounts are subtracted from the totals a more accurate picture of library funding in the remaining institutions is obtained.

Private	Public	Total
$4,739,565 (& IHE)	$15,494,602 (25 IHE)	$20,234,167 (32 IHE)
-2,593,677 (1 IHE)	-3,932,449 (2 IHE)	-6,526,126 (3 IHE)
$2,145,888 (6 IHE)	$11,562,153 (23 IHE)	$13,708,041 (29 IHE)

Additional data on expenditures for scientific activities is presented here.[1] In the list of the top 200 institutions which received a total of $2,427,693,000 R&D funds from the federal government in 1976 only one of the 32 Black Graduate Schools, Howard University, is included. Howard received $2,768,000.[2] The federal money given to the top 11 institutions in 1976 for scientific R&D expenditures would more than cover the entire operating budgets of the 32 institutions for that year. In a separate table for masters granting universities seven of the black institutions are included in these ranks: Nos. 2, 4, 8, 11, 21, 22, 39[3] out of 50 institutions. In yet another table 6 of the black institutions rank Nos. 1, 11, 12, 31, 32, and 35.[4] State funds for research went to 3 universities in Virginia, none of which was black. The state of North Carolina gave $15,527,000 to 2 of its universities, neither of which is black. Florida is the only state which gave R&D funds to a black college (Florida A&M) the sum of $380,000.[5] On the federal level the United States Department of Agriculture ranks first in 1976 in awarding R&D monies to 13 of the 32 black institutions. The total amount awarded was $9,890,000.[6]

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[1] Source: Detailed Statistical Tables Appendixes B and C: Expenditures for Scientific Activities at Universities and Colleges Fiscal Year 1976, NSF 77-316. Washington, D.C.: National Science Foundation, 1977.

[2] Ibid., p. 19.

[3] Ibid., p. 22.

[4] Ibid., p. 23.

[5] Ibid., pp. 23-27.

[6] Source: National Science Foundation, "Federal Obligations to Black Universities and Colleges, by Agency and Type of Activity, Fiscal Year, 1976."

U.S. Dept. Agency	R&D Funds Awarded	No. of 32 Black IHE
USDA	$9,890,000	13
HEW	5,320,000	8
NSF	1,586,000	15
NASA	1,364,000	24
EPA	508,000	12
AID	446,000	1
HUD	423,000	3
DOD	282,000	8
ERDA	245,000	4
DOC	27,000	2
Total	$20,591,000	

The data on R&D funding of the 32 institutions shows that the research capability of the schools is recognized by some funding agencies. The level of funding for agencies other than USDA is either low or affects too few schools.

Preliminary Multivariate Analysis

(The list of fiscal variables was given to a consultant, Steve Welsh, for analysis. His report and findings follow.)

Presented below are the initial results of a series of factor and cluster analyses involving financial variables from two groups of black institutions which conduct graduate schools: a publicly controlled group (25 institutions) and a privately controlled group (7 institutions).[1,2] Tables 16 to 19 present the results of both analyses.

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[1] The factor analyses were of the principal components type. The preliminary cluster assignments were based on the mathematical similarities between subjects or ascertained from similar principal components techniques. A program from the BMD Biomedical Computer Programs series developed by the Health Sciences Computing Facility, UCLA, was used for each analysis.

[2] Achieving maximum usefulness from the techniques employed and confidence in their results generally involves a series of computer runs, punctuated by periods of contemplation and adjustment. In this case there was not enough time available for either activity. Many of the analysis checks had to be made arbitrarily. The situation was further complicated by the caution that is necessary when working with a small number of subjects--32 institutions. Also, the financial data was used as available and it was all used, despite the fact that it contained numerous interdependencies and redundancies. Data for some variables were incomplete. Further study may suggest more profound or entirely different interpretations and methods. The effect when certain variables are removed or adjusted, and the differences between states in which schools are located are two obvious areas for future work.

Table 16. Factor Analysis--Public Schools

Variable	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
			Factor Loadings		
A1/A20-16					-.71233
A2/A20-16				-.92435	
A3/A20-16	-.78787				
A5thru10/A20-16	.90514				
A5thru12/A20-16	.90251				
A11+12/A20-16					
A13+14/A20-16					.85516
B1/B12					
B2/B12	.77244				
B3/B12		.69595			
B1thru4/B12		.86279			
B5/B12					
B9+10/B12		-.74374			
100-(D4/C1+2+3)					
D5/D4	.61287				
D5/A20					
D3/D4	.62101				
E7/E6					
A16-B14				-.73520	
A3/B1thru4	-.69468				
A3/B12	-.84871				
A20-B19				-.63098	
C1+2+3					
A20			.81433		
A3			.6263		
B5					
B9+10		-.77765			
Factor variance:	6.24	3.33	3.12	2.88	2.27

Factors with variance less than 2.0 and variable loadings of less than .6 have been excluded.

Table 17. Factor Analysis--Private Schools

	Factor Loadings			
Variable	Factor 1	Factor 2	Factor 3	Factor 4
A1/A20-16		.80508		
A2/A20-16	.95064			
A3/A20-16			-.82908	
A5thru10/A20-16		-.74253		
A5thru12/A20-16	-.86397			
A11+12/A20-16	-.78780			
A13+14/A20-16				
B1/B12		-.89773		
B2/B12	.96401			
B3/B12			-.91273	
B1thru4/B12		-.74289		
B5/B12				
B9+10/B12		.73741		
100-(D4/C1+2+3			-.74135	
D5/D4				
D5/A20			-.90709	
D3/D4				.97239
E7/E6		.92120		
A16-B14		-.81102		
A3/B1thru4	.98392			
A3/B12	.87979			
A20-B19				
C1+2+3	.96490			
A20	.99286			
A3	.98622			
B5	.96051			
B9+10	.83696			
Factor variance:	11.73	6.45	4.10	2.12

Factors with variance less than 2.0 and variable loadings of less than 0.7 were excluded.

Table 18. Cluster Analysis--Private Schools

School	Factor Loadings Factor 1	 Factor 2
Tuskegee	.64131	
Howard	.94814	
Atlanta U.		.93778
Xavier	.71296	
Fisk		.66722
Meharry Med.	-.96004	
Hampton		.86967

Factor Scores for the 27 Variables

	Factor 1	Factor 2
A11+12/A20-18		2.51958
A13+14/A20-18		3.45957
A16-B14	-4.87119	
A20-B19		-1.48311

Table 19. Cluster Analysis--Public Schools

	Factor Loadings			
School	Factor 1	Factor 2	Factor 3	Factor 4
Ala. A&M	-.82566			
Ala. State		.59645		
Fla. A&M	.85006			
Ft. Val. State			.70938	
Savannah State				.90702
Kentucky State				
Grambling State	.83068			
Bowie State		.71109		
Coppin State			-.57833	
Morgan State	.75545			
Alcorn A&M	-.63492			
Jackson State	-.68443			
Miss. Val. State		.70105		
Lincoln			-.73608	
N.C. A&T				
N.C. Central	-.91815			
Cheyney		.89570		
S.C. State	.91667			
Tenn. State				
Prairie View	-.83003			
Texas South.	.93560			
Va. State				.79768
Nor. State		.76949		
U. of D.C.				
Southern		.68895		

Table 19. Cluster Analysis--Public Schools (Contd.)

Factor Scores for the 27 Variables

	Factor 1	Factor 2	Factor 3	Factor 4
A3/A20-16		1.75059		
A11+12/A20-16		-1.06058		
A13+14/A20-16		-1.36245		
B3/B12				3.95415
B5/B12		1.34278		
D5/D4		-1.25276		
D3/D4		1.3390		
A16-B14	-4.91347			
A3/B1thru4		1.58048		
A3/B12		1.56956		
A20-B19			-3.88394	

The numerical results in the tables 16-19 suggest several interesting relationships, the possibilities multivariate analysis offers, and some guarded preliminary observations. These techniques do not establish statistical significance, but may suggest data groupings that facilitate our understanding of the data.

A wealth of information remains both in the printouts already generated and what is yet to be discovered by subsequent analysis. Hopefully, this initial work, besides being of interest per se, can be used to simplify and direct future work.

Preliminary Factor Analysis

The initial factor analyses (tables 16, 17) suggest that different sets of variables or different factors account for the differences among public and private institutions. The naming and interpretation of the factors at this point are only creative suggestions, included for illustrative purposes and to suggest possibilities for further analysis.

Initial results for the public institutions suggest a series of money flow factors. Factor one (1) loaded positively on revenue from government grants, research expenditures, and the proportion of interest and payments expended versus physical plant value owed. The factor loaded negatively with respect to state appropriation income variables. This suggests,for example, that those schools that get low state appropriations get government grants to do research or that those schools that get high state appropriations do not get government grants or, most likely, that those institutions which have a lot of government research grants get low state appropriations. Because of missing data, interpretation of some physical plant expenditures for public institutions is suspect.

Each of the other four factors for public schools seems to be a money flow factor and is subject to a similar preliminary interpretation. (See table 16.) Factor 4, for example, suggests that net auxiliary enterprise and overall operating profits vary as do the proportion of federal appropriations revenues.

Many variables--including those involving private grants, instructional and library expenses, and the value of the physical plant--do not have a high loading on any of the five factors for public institutions.

The private school factors are different. Factor 1 appears to be a size factor loading positively on federal appropriations, research expenditures, state appropriations, physical plant size, total revenues, library expenditures, and expenditures on scholarships and fellowships. The factor has a negative loading on the proportion of private grant income.

The other three factors and their largest positive and negative loadings:

Factor 2: Money Flow

+	−
Tuition/Fees Revenue	Government Grants
Expenditures on Scholarships/Fellowships	Expenditures on Instruction
	Expenditures on Academic Support
	Net on Auxiliary Services

Factor 3: Financial Condition

+	-
	State Appropriations
	Public Service Expenditures
	Percent Physical Plant Owned
	Payments on Plant

Factor 4: Financial Change

+	-
Payments on Balance owed (on Physical Plant	

Factor 2 seems to suggest that those private schools that receive a large part of their income from tuition/fees also expend a large part of their money on scholarships/fellowships and expend a lesser proportion of their money on instruction and academic support. These schools tend to get proportionally low income from government grants and take a loss on auxiliary services. Those schools that get a low percentage of their revenues from tuition spend relatively low on scholarships/fellowships and relatively high on instruction and academic support. These institutions get a proportionately high amount of government grants and make a profit from their auxiliary services. The factor scores for this factor (Factor 2)--Tuskegee (-.47524), Howard (.17490), Atlanta (-.02407), Xavier (1.04517), Fisk (.78324), Meharry (-1.95743), and Hampton (.45343)--support this interpretation.

Preliminary Cluster Analysis

The cluster analysis data on the private institutions (table 18) tends to suggest three groups of institutions. Further analysis via discriminant techniques could confirm or fail to confirm the significance of these groupings. The net profit from auxiliary enterprises, the proportions of income from private grants and endowment, and the overall net operating profit provide the principal differences between clusters.

The three clusters:

I Tuskegee, Howard, Xavier
II Meharry
III Atlanta, Fisk, Hampton

It was hoped that cluster analysis would readily reveal a small number of relatively homogeneous public institution clusters. However, the preliminary cluster analyses on these institutions suggest at lease ten clusters. (See table 19.) This would seem to indicate that using financial variables to categorize groups of institutions may prove to be a complex task. (Initial attempts to force the institutions into a smaller number of clusters were not successful.) Most of the clusters are populated by only one school.

The three largest clusters include:

I Alabama A&M, Alcorn A&M, Jackson State, N.C. Central, and Prairie View
II Florida A&M, Grambling State, Morgan State, S.C. State, Texas Southern
III Alabama State, Bowie State, Miss. Valley State, Cheyney State, Norfolk State, and Southern

A variety of variables--including the net auxiliary profit, incomes from private grants and endowments, expenditures for libraries, and the proportion of state allocations to educational expenses--helped identify these clusters.

Preliminary Multivariate Conclusions

1. Multivariate techniques can be employed in analyzing further the financial data on black institutions. This will not be a trivial task as missing data must be found, many interdependencies eliminated, and a variety of analysis methods explored.

2. The preliminary factor analysis suggests that different sets of variables distinguish among schools within the public and within the private sectors. These heuristic groups of variables may be of some use for future analyses. However, further factor analysis work should be done.

3. The preliminary cluster analysis work has not proved to be particularly helpful. However, the initial attempts have been relatively unsophisticated, as there were several arbitrary choices and numerous cases of missing data. Hopefully, further analysis may yet lead to the discovery of distinct clusters of institutions whose members have relatively similar financial policies and/or financial health profiles.